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ABSTRACT

This annotated bibliography (1933-1982) lists currently available instruments that might be used with Spanish-speaking individuals. The bibliographic information, obtained from the holdings of the Educational Testing Service Test Collection, is not limited to any specific type of test. Thus, measures of achievement, aptitude, and attitude, etc., are included. A brief reference section presents listings that review and/or describe some of the included tests. Test publishers' addresses follow the reference section. (PN)

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TESTS FOR SPANISH SPEAKERS

Jointly Prepared by the Test Collection
and the Office for Minority Education,
Educational Testing Service

April 1981

This annotated bibliography attempts to list currently available instruments that might be used with Spanish-speaking individuals.

Information was obtained from the holdings of the Educational Testing Service Test Collection. The bibliography was not limited to any specific type of test. Thus, measures of achievement, aptitude, and attitude are included, among others. Inclusion of an instrument in this bibliography should not be regarded as a recommendation for its use. Specific tests should be evaluated carefully by those who are considering their use. Some of the tests are reviewed or described in the references listed at the end of the bibliography.

Unless otherwise specified, the Test Collection does not have distribution rights for its holdings. Test materials must be obtained directly from the publisher or author. Refer to the listing of publishers at the end of this bibliography for complete addresses.

The APELL Test by Eleanor V. Cochran, James L. Shannon; c1969-70; Ages: 4½-7; EDCODYNE Corporation.

A system of instructional diagnosis and design which assists the teacher in identifying the individual needs of the child. Diagnoses skill levels based on specific performance objectives and suggests related instructional activities. Subscores are: Pre-Reading (visual discrimination, auditory discrimination, letter names), Pre-Math (attributes, number concepts, number facts), Language (nouns, pronouns, verbs, adjectives, plurals, prepositions). APELL is a criterion-referenced measure. A Spanish translation is available.

Adjective Check List by Harrison Gough, Alfred B. Heilbrun, Jr.; c1952-65; Grades: 9-16 and Adults; Consulting Psychologists Press, Inc.

Three hundred adjective list used in personality assessment. Subscores are: Number of adjectives checked, Defensiveness, Favorable adjectives checked, Unfavorable adjectives checked, Self-confidence, Self-control, Lability, Personal adjustment, Achievement, Dominance, Endurance, Order, Intraception, Nurturance, Affiliation Heterosexuality, Exhibition, Autonomy, Aggression, Change, Succorance, Abasement, Deference, Counseling Readiness. Spanish test booklets and answer sheets are available.

Adolescent Alienation Index by F. K. Heussenstamm; c1971; Ages: 12-22; Monitor.

Dimensions of alienation assessed are: Normlessness, Meaninglessness, Powerlessness, Self-Estrangement, and Social Isolation. In English. Normed on caucasian, Black and Mexican-American students. Correlations between demographic characteristics and scores on the index are provided.

Affective Perception Inventory (Spanish) by Anthony T. Soares and Louise M. Soares; c1980; Grades: K-12; Soares Associates.

Designed to assess feelings about the self relative to specific subject areas, school, and classroom experiences.

Ambiguous Word Language Dominance Test by Gary D. Keller; c1978; Ages: 10 and above; Publishers Test Service.

Designed to identify an individual's dominant language, this test consists of a word list containing 100 entries of

which 24 are the critical stimuli. The respondent reads the words aloud and his pronunciation is rated by three judges. Respondents may be classified along a seven-point scale ranging from extremely Spanish dominant through bilingual to extremely English dominant. Reliability computed via the test-retest procedure on fifth and sixth graders was .92.

Analysis of Readiness Skills: Reading and Mathematics by Mary C. Rodrigues, William H. Vogler, and James F. Wilson; c1969-72; Grades: K-1; Riverside Publishing Co.

This short test for children beginning formal schooling provides schools with a means of determining the most appropriate time for each child to enter reading and mathematics programs. The tests may be administered in Spanish, with the results indicating the readiness of Spanish-speaking children for placement in an ESL (English as a Second Language) program. The Analysis consists of three brief tests. Visual Perception of Letters involves the recognition of letter forms, both upper- and lower-case. Letter Identification measures knowledge of upper- and lower-case alphabet letters through identification of letter names. The Mathematics test has two parts: Identification and Counting. Percentile ranks are provided for both English- and Spanish-speaking pupils. Odd-even, split-halves reliability for the total test corrected with the Spearman-Brown formula yielded a coefficient of .93. The Kuder-Richardson 20 reliability computed was .91.

Anton Brenner Developmental Gestalt Test of School Readiness by Anton Brenner; c1964; Ages: 5-6; Western Psychological Services.

This individually administered test is based on the hypothesis that a child's perceptual and conceptual differentiation abilities are predictive of his school readiness. It consists of five tasks: Number Producing, Number Recognition, Ten Dot Gestalt, Sentence Gestalt, and Draw-A-Man. The author asserts in the manual that the test is almost "culture free" and can be appropriately used to test non-English-speaking children. Test-retest reliability coefficients of .92 and .83. Studies investigating the test's predictive validity are described in the manual.

Aptitude Assessment Battery: Programming by Jack M. Wolfe; c1967-69; Ages: Adults; Wolfe Computer Aptitude Testing, Ltd.

Simulates on-the-job tasks. Covers drawing deductions, understanding complex instructions and specificatons, reasoning with symbols, annotating, documenting, desk checking, debugging. In French, Spanish and English. Information on validity is provided.

Attitude Differences Related to Economic Status by Susan A. Hanson, Carolyn Stern, Harry H. L. Kitano; 1968; Ages: Adults; Early Childhood Research Center, University of California.

Subscales are: Persecutory Ideas, Abbreviated F Scale, Cynicism Scale, Anomia Scale, Political Alienation Scale, Aspirations for Child, Social Estrangement, Powerlessness, Normlessness, Social Isolation, Alienation, Acceptance of Others, Self Acceptance, Meaninglessness, Valuelessness, Hopelessness, Powerlessness (Elmore's Third Factor), Aloneness, Closemindedness, Community and Self, and Child Rearing Attitudes. Spanish version available. Used with Afro-American, Caucasian and Mexican-American population.

Attitudes Toward Sex Roles Scale by Peggy Hawley; 1977; Grades: 9-12 and Adults: Peggy Hawley

Measures responses to commonly held notions of sex-role behavior along a continuum from dichotomous to androgynous. High-scores on this instrument indicate traditional attitudes toward male and female characteristics. Internal consistency coefficients ranged from .73 to .83. Construct and concurrent validity are discussed. Spanish version is available.

Austin Spanish Articulation Test; c1974; Ages: 4-7; Teaching Resources.

The test is intended to provide a means of evaluating the principal phonemes and phoneme combinations of the Spanish language. It is organized to allow measurement of single consonant and vowel sounds, the major diphthongs, and the major consonant clusters. Designed primarily for use by speech pathologists with a working knowledge of the Spanish phonemic system, the test should be administered individually. The examiner reads each stimulus sentence, omitting the final word. The child is instructed to look at the accompanying picture and provide the missing word. Technical data are not provided.

Baranquilla Rapid Survey Intelligence Test by Francisco del Olmo; c1958; Ages: 8-Adults; The Psychological Corporation.

This test of mental ability in Spanish was developed for use with Latin Americans. It contains five types of questions: general information, vocabulary comprehension, verbal reasoning, logical reasoning, and numerical reasoning. The test can be administered to children and adults with an elementary school education. Percentiles are provided for Venezuelan industrial workers classified according to number of years of education and for Venezuelan children in grades 3-6. Further technical information is not provided in the manual.

Barrio Test of Primary Abilities (Form A) by Arnulfo L. Oliveira; 1972; In *Educational Leadership*, pp169-170, November 1972.

An "Intelligence" test for teachers working with Spanish-speaking students. Designed to raise the consciousness of teachers about the problems of students from the barrio. No technical information is available.

Basic Inventory of Natural Language by Charles H. Herbert; c1977; Grades: K-8; CHECpoint Systems.

This criterion-referenced system is designed to assess students' language dominance, proficiency, and growth. The child is asked to tell a story about a picture or series of pictures using either his first or second language. Analysis of this language sample yields a language profile that consists of scores for Fluency, Level of Complexity, and Average Sentence Length. The manual includes a section,

Prescription Activities, that enables the teacher to prescribe appropriate language development activities based on the child's language profile. Reliability and validity are not discussed in the manual.

Batería de Examenes de Aptitud General (BEAG) by U.S. Department of Labor, Employment and Training Administration; 1974; Ages: Adults; State Employment Service Offices.

Spanish language edition of the *General Aptitude Test Battery* (GATB). Designed for use with the Spanish-speaking population in the United States and Puerto Rico. Measures intelligence, verbal, numerical, and spatial aptitude, form and clerical perception, motor coordination, finger and manual dexterity.

Bilingual Center Parent Questionnaire by Chicago Area Bilingual Center; 1974; Ages: Adults; Tests in Microfiche, Test Collection.

Designed for parents of children involved in bilingual centers. Items focus upon the parents' cultural background, as well as their feelings about the center itself. Forms are available in English, Spanish, Greek, Arabic, Korean, Chinese, Japanese, Italian, and Tagalog. No technical data are reported.

Bilingual Oral Language Test by Sam Cohen, Roberto Cruz, Raul Bravo; c1977; Grades: 4-12; Bilingual Media Productions, Inc.

A language dominance (English-Spanish) test that assesses oral language skills from simple sentence patterns to more complex syntactical forms of the language. Used to determine oral proficiency, and level of bilingualism. Individually administered. Student responds to a question from the administrator concerning a picture cue. Values of .86-.93 are given for concurrent validity and .90 for test-retest reliability.

Bilingual Syntax Measure by Marina K. Burt, Heidi C. Dulay, and Eduardo Hernandez Ch.; c1975; Ages: 4-9; The Psychological Corporation.

This individually administered test is designed to measure children's oral proficiency in English and/or Spanish grammatical structures by using natural speech as a basis for making judgments. To elicit natural speech, simple questions are used with cartoon-type pictures to provide the framework for a conversation with the child. An analysis of the child's speech in response to these questions yields a numerical indicator and a qualitative description of the child's structural language proficiency. The test is available in both English and Spanish. It may be used in investigations of language dominance with respect to basic syntactic structures, structural proficiency in English as a second language, structural proficiency in Spanish as a second langauge, degree of maintenance or loss of basic Spanish structures, and language acquisition. Extensive reliability and validity data are provided in the Technical Handbook.

Bilingual Syntax Measure II by Marina K. Burt, Heidi C. Dulay, Eduardo Hernandez Ch.; c1978; Grades: 3-12; The Psychological Corporation.

An upward extension of the *Bilingual Syntax Measure*. Measures language dominance (Spanish or English), structural proficiency in English as a second language or Spanish as a second language, degree of maintenance or loss of basic Spanish structures, or can be used in language acquisition research. Can be used to identify limited English proficient students, those with communication handicaps, nonstandard speakers, for diagnosis, placement, English readiness, and summative and formative evaluation. Internal consistency coefficients range from .72-.82 for the Spanish version, and test-retest reliability ranges from .84-.96.

Bilingual Test Battery by Bilingual Educational Service Center, Arlington Heights; 1974; Grades: 3-10; Tests in Microfiche, Test Collection.

This battery consists of English-Spanish bilingual tests in mathematics, social studies, science and attitudes. Eighty multiple choice questions are given in both languages. Students are instructed to choose the language they prefer. Three levels are available: Level I (grades 3-4), Level II (grades 5-6), and Level III (grades 7-10). No technical information is provided.

Boehm Test of Basic Concepts (BTBC), 1969 Edition by Ann E. Boehm; c1967-71; Grades: K-2; The Psychological Corporation.

This instrument is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. Two forms of the test are available along with four concept scales: Space, Quantity, Time, and Miscellaneous. The BTBC provides a means for diagnosing the attainment of these specific conceptual terms for instructional purposes. After the strengths and weaknesses of each pupil are ascertained, the teacher may help the pupil to acquire the concepts necessary to perform tasks required to use the instructional materials. Split-half reliability coefficients, based on the correlation of scores on odd-numbered items with scores on even-numbered items, corrected by the Spearman-Brown formula for Form A were .90, .85, and .81 for the kindergarten, grade 1, and grade 2 samples respectively. For Form B, the coefficients were .83, and .87 for the same grades respectively. Content validity of the BTBC has been evaluated. The directions for administering Form A of the test have been translated into Spanish. Used with Puerto Rican and Mexican-American pupils.

CSUF Spanish Language Arts Test by Martha G. Randeri and David L. Dickson; 1974; Grades: 3-6; Bilingual-Bicultural Education, CSU–Fullerton.

This series of tests assesses the Spanish-speaking student's achievement in phonics/spelling, grammar, and reading comprehension. Tests are provided at four levels and are in Spanish. Technical data are not available.

CTBS Español; c1978; Grades: 1-8; CTB/McGraw-Hill.

Spanish language adaptation of the Comprehensive Tests of Basic Skills, Form S Reading and Mathematics tests. Subtests cover word recognition, reading vocabulary, reading comprehension, mathematics computation, mathematics concepts and applications. Reliability coefficients range from .81 to .96 across levels and subscores.

California Psychological Inventory by Harrison Gough; c1956-1972; Ages: 13 and above; Consulting Psychologists Press, Inc.

Dominance, capacity for status, sociability, social prescence, self-acceptance, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement via conformance, achievement via independence, intellectual efficiency, psychological mindedness, flexibility, femininity. Test books and answer sheets are available in Spanish.

Caso Test for Limited English-Speaking Students by Adolph Caso; c1979; Grades: K-9; KASO Industries, Inc.

A test to determine level of knowledge and appropriate placement, for limited English-speaking students. Designed to test oral comprehension and verbalization, written comprehension and composition, reading ability, oral/written creativity and imagination. No technical information provided.

Children's English Proficiency Test by Sallye L. Webster; c1972; Grades: preschool; Tests in Microfiche, Test Collection.

In this experimental instrument designed to assess the degree to which Spanish-speaking children comprehend spoken English, most of the questions require behavioral rather than verbal responses. The test is individually administered and requires props. Both English and Spanish versions are available, with the translations in the Spanish most frequently used by Mexican-Americans in the Houston, Texas area. The test-retest correlation coefficient was .87 and internal consistency using the Kuder-Richardson formula 21 was .98. Validity is also discussed in the manual.

Children's Personality Questionnaire, Spanish Edition by Rutherford B. Porter, Raymond B. Cattell, K. Warner Schaie; c1959-75; Ages: 8-12; Institute for Personality and Ability Testing.

Assesses fourteen factorially independent dimensions of personality: Reserved-Warmhearted, Dull-Bright, Affected by Feelings-Emotionally Stable, Phlegmatic-Excitable, Obedient-Dominant, Sober-Enthusiastic, Expedient-Conscientious, Shy-Venturesome, Toughminded-Tenderminded, Zestful-Circumspect Individualism, Forthright-Shrewd, Self-assured-Guilt Prone, Undisciplined Self Conflict-Controlled, and Relaxed-Tense. Test books for forms A and B are in Spanish. All other materials are in English.

El Circo by Educational Testing Service; c1980; Grades: Preschool-1; Addison-Wesley Publishing Company.

Covers receptive language skills in both English and Spanish and quantitative skills. Designed for use in identifying instructional needs of Spanish-speaking children in language and math. Includes guidelines for developing instructional activities. Small group or individual administration. Composed of:

Para que sirven las palabras – Child distinguishes functional elements of a Spanish sentence.

What Words are For – Child distinguishes functional elements of an English sentence.

Cuanto y cuantos – covers counting, relationships, and numerical concepts.

Language Check – assesses if child's spanish skills are sufficient to take the other measures.

One form available. Norm sample included Cuban, Mexican and Puerto Rican-heritage children. National percentile ranks and stanines are provided. Technical information is provided in the User's Guide.

Clinical Analysis Questionnaire, Part II, Spanish Edition by Karl H. Delhees and Raymond B. Cattell; c1970-75; Ages: Adults; Institute for Personality and Ability Testing.

Scales representative of the pathological dimensions of personality designed to supplement the Spanish edition of the *16 Personality Factor Questionnaire*. Only the test book is in Spanish. Norms are for adult males and females.

Cloze Test by Robert Bortnick, Ray Dutchover, and Lynne Glasman; 1975; Grades: 2-6; Santa Barbara County Bilingual Project.

The Cloze technique is employed to elicit information about a student's understanding of the language and its syntactic and semantic constraints. The test is also used to assess the student's ability to acquire new information from a given piece of written material and to infer reading comprehension levels in both Spanish and English. No technical information is provided.

Columbia Mental Maturity Scale: Third Edition by Bessie B. Burgemeister, Lucille Hollander Blum, and Irving Lorge; c1954-72; Ages: 3½-9 years, 11 months; The Psychological Corporation.

An individually administered measure of general reasoning ability including sample perceptual classification tasks and higher-level abstract manipulation of symbolic concepts. No verbal response and a minimal motor response by the child are required. Spanish directions are provided.

Court Interpreters Certification Tests, Spanish/English; 1978; Ages: Adults; Administrative Office of the United States Courts.

A written test of bilingual skills in Spanish and English and an oral functional performance test at the college level of proficiency. Oral section requires skills in simul-

taneous, consecutive and summary interpreting and sight translation.

Cross-Cultural Attitude Inventory by Stephen L. Jackson and Ron Klinger; Not dated; Ages: 3-12 and above; Dissemination Center for Bilingual and Bicultural Education.

The inventory provides a means for measuring the degree of positive or negative feelings that Mexican-American and Anglo pupils have for the two cultures. The items deal with language, facial characteristics, food, games, clothing, sports, and flags, all of which are factors making up the "cultures." The sum score gives a measure of how favorably the child perceives each culture, as the symbols cause the child to think of all the things he associates with these symbols. Directions are available in both English and Spanish. Present test validity is based on face validity and the rationale behind the item selection and construction procedures. Should be individually administered to persons over age 12.

Cultural Heritage Criterion Referenced Test; circa 1973; Grades: 3-4; Lansing School District.

A multiple choice test designed to measure the child's knowledge of Hispanic cultural heritage. No technical information is provided.

Culture-Free SEI Self-Esteem Inventories for Children and Adults by James Battle; c1981; Grades: 3-12 and Adults; Special Child Publications.

Self-report measure of general, social, academic and parental self-concept for children and general, social, and personal self-concept for adults. Lie scales are provided. May be individually administered to children in grades one and two.

Curtis Completion Form by James W. Curtis; c1968; Adolescents and Adults; Western Psychological Services.

Available in Spanish, English, and French, this projective measure of emotional adjustment may be used in industrial selection or in educational and industrial counseling. Consisting of fifty unstructured sentence completion items, response content is scored according to the following factors: antagonism, suspicion, jealousy, self-pity and pessimism, insecurity, social inadequacy, environmental deprivation, severe conflict, avoidance, ambiguous and incomplete responses. There are two semistructured items and a section for comments at the end of the test. Using a split-half technique, the correlation between odd and even scores is reported as .708, with estimated reliability for the entire test stated as .829. In correlating this test with intelligence scores, the Pearson product-moment coefficient of .092 indicates a minimal relationship between adjustment and intelligence. Validity studies by skilled observers are also documented.

Dallas Preschool Screening Test by Robert R. Percival and Suzanne Poxon; c1972; Ages: 3-6; Dallas Educational Services.

The test was designed to screen a child's primary learning areas, which are psychological, auditory, visual, motor, language, and articulation development. The authors emphasize that more sophisticated instruments should be used as learning disabilities are identified. The Spanish edition assumes that the test administrator is bilingual. The Pearson Product Moment correlation coefficients for the various subtests range from .76 to .95.

Del Rio Language Screening Test by Allen S. Toronto, D. Leverneau, Cornelia Hanna, Peggy Rosenweig, and Antoneta Maldonada; c1975; Ages: 3-7; National Educational Laboratory Publishers, Inc.

This screening instrument was designed to identify the child with deviant language skills for his age, language, and background. The test consists of five subtests, each of which assesses a specific function important to the language learning process: Receptive Vocabulary, Sentence Repetition-Length, Sentence Repetition-Complexity, Oral Commands, and Story Comprehension. Each subtest can be used separately or in combination with other subtests. If the child is bilingual, both the English and Spanish versions of the test may be administered. Norms have been established for each of three groups: English-speaking Anglo-American children, predominantly-English-speaking Mexican-American children, and predominantly-Spanish-speaking Mexican-American children. Test-retest reliability was computed using Spearman's Rank-Order Correlation procedure for matched groups. The correlation coefficients for each main group and each subtest ranged from .47 to .88. Content validity of the test is described in the manual.

Denver Articulation Screening Exam by William K. Frankenburg and Amelia F. Drumwright; c1973; Ages: 2½-6; LADOCA Project and Publishing Foundation, Inc.

Developed to screen children's articulation skills, the test is designed to reliably discriminate between significant developmental delay and normal variations in the acquisition of speech sounds, and to detect common abnormal conditions such as hyponasality, hypernasality, lateral lisp, and tongue thrust. The test was developed and standardized with Anglo, Black, and Mexican-American preschoolers. The test-retest reliability coefficient was .95 on a sample of 110 preschoolers. Validity studies have also been conducted.

Dos Amigos Verbal Language Scales by Donald E. Critchlow; c1974; Grades: K-6; Academic Therapy Publications.

The test was designed to measure the bilingual child's comparative English-Spanish language development. It will identify the child's dominant language, reveal the comparative development of the child's English and Spanish, and yield the level at which the child's spoken language development best qualifies him to function. It will also serve as a screening instrument to determine if further evaluation is needed. Standardized on a group of Mexican-American children selected from schools in the Southwest, the scales are individually administered by any person with a reading and speaking knowledge of Spanish and English. Percentile ranks and standard scores are provided for both English and Spanish scores. Psychometric data are not discussed in the manual.

Dyadic Oral Test by Charles A. Findley; 1977; Grades: 1-6; In ED 145 692; ERIC Document Reproduction Service.

Group of tasks designed to provide experience in purposeful communication for students of English as a second language in grades 1-6 in the form of requests, manipulative instructions, and descriptions. May be used as a test of proficiency.

Early School Personality Questionnaire by Richard W. Coan and Raymond B. Cattell; c1966-72; Ages: 6-8; Institute for Personality and Ability Testing.

Dimensions assessed: Reserved–Outgoing; Less Intelligent–More Intelligent; Affected by Feelings–Emotionally Stable; Phlegmatic–Excitable; Obedient–Assertive; Sober–Happy-go-lucky; Expedient–Conscientious; Shy–Venturesome; Tough-minded–Tender-minded; Vigorous–Doubting; Forthright–Shrewd; Placid–Apprehensive; Relaxed–Tense. Only the test booklets are in Spanish. Test-retest reliability and concurrent validity are discussed.

Educational Goal Attainment Tests: Spanish Version by Bruce W. Tuckman and Alberto P. S. Montare; c1975; Grades: 7-12; Phi Delta Kappa, Inc.

Provides for the assessment of a broad range of educational goals. The tests are: Arts and Leisure, Careers, Civics, General Knowledge, Human Relations, Life Skills, Reasoning, Self, and Latin America. Split-half reliability ranges from .51-.96 across subscores and grade levels. Tests were not designed to allow for diagnosis of individual students. Each student takes only one test.

Effective Study Test: High School Level by William F. Brown; c1964; Grades: 9-16; Effective Study Materials.

Test has been translated and adapted for use with Spanish-speaking students. Subscores are: Reality Orientation, Study Organization, Writing Behavior, Reading Behavior, Examination Behavior.

Employee Aptitude Survey by Floyd L. Ruch, Neil D. Warren, Glen Grimsley and James S. Ford; c1969; Ages: Adults; Educational and Industrial Testing Service.

This battery of tests is designed for use in the selection and/or counseling of employees. It was developed as a comprehensive means of assessing a variety of educational and occupational classifications. The subtests were specifically intended to be brief, and easily scored. The technical data presented refers to English-speaking populations. Reliability coefficients for the subtests range from .814 to .912 and normative data are documented for each of 52 occupations. Eight of ten subtests are available in Spanish.

Prueba 2, Habilidad Numerica

The Spanish edition of Test 2, Numerical Ability, assesses the individual's ability to complete basic computations rapidly and accurately. Three areas are covered: whole numbers, decimals, and fractions.

Prueba 3, Continuidad Visual

The Spanish editon of Test 3, Visual Pursuit, measures the perceptual ability to trace a visual path through a maze of lines.

Prueba 4, Rapidez y Precision Visual

This Spanish form of Test 4, Visual Speed and Accuracy, involves the ability to perceive differences in detail between pairs of symbols.

Prueba 5, Visualizacion de Espacio

Corresponding to the English edition of Test 5, Space Visualization, this Spanish language edition consists of two dimensional drawings of block piles. Responses to questions concerning these representations, yield indications as to the examinee's ability to visualize objects in three dimensional space.

Prueba 6, Razonamiento Numerico

A Spanish edition of Test 6, Numerical Reasoning, this test consists of number series items arranged in order of difficulty. The missing number at the end of each series must be determined, thus assessing the individual's ability to generate relationships between numerical data.

Prueba 7, Razonamiento Verbal

This Spanish language edition of Test 7, Verbal Reasoning, measures the ability to make judgments based upon logical implications. The examinee must determine the validity of several conclusions based upon a presented series of facts.

Prueba 9, De Movimientos Manuales

The Spanish edition of Test 9, Manual Speed and Accuracy, requires the repetition of a monotonous task over a specified period of time. Dexterity and perseverance are measured by the precision and accuracy with which the task is completed.

Prueba 10, Razonamiento Simbolico

This Spanish edition of Test 10, Symbolic Reasoning, consists of items arranged in order of difficulty. In assessing the ability to comprehend relationships, symbolic stimuli are presented to which the examinee responds by determining if there is adequate information upon which to base a definite decision.

Encuesta de Habitos y Actitudes hacia el Estudio by William F. Brown and Wayne H. Holtzman; Translated and adapted by Luis M. Laosa; c1964-71; Grades: 9-16; The Psychological Corporation.

Subscores are: Study Habits (Delay Avoidance, Work Methods), Study Attitudes (Teacher Approval, Education Acceptance). Identifies students with habits and attitudes which may affect academic success. Percentiles are for high school and first-year college students in Mexico.

English as a Second Language Tests by Robert Poczik; 1970; Ages: Adults; Bureau of Basic Continuing Education, New York State Department of Education.

Designed to measure growth in oral communication skills, the tests are of two types. A placement test is used to place individuals at various class levels on the basis of oral language abilities. The achievement tests measure Auditory Comprehension, Oral Production, Asking Questions, and Free Conversation at three levels. The tests are

based on *Orientation in American English* textbook series. No technical information is provided.

English Phonemic Unit Production Test (Revised) by Rudolph V. Skoczylas; c1972; Grades: K-13; Rudolph V. Skocyzlas.

Designed to measure production of especially difficult English sounds, the test is administered orally using a cassette. It yields one score reflecting the total number of adequate responses. Two forms are available. Technical information is not provided.

English Reading Assessment by Bernard Cohen Research and Development, Inc./Estela Barandiaran; c1979; Grades: K-4; Santillana Publishing Company, Inc.

Criterion-referenced tests designed to measure English oral language development, word recognition and comprehension skills. Eight levels of difficulty, including an oral comprehension assessment to determine general language readiness, are provided.

Escala de Inteligencia Wechsler para Adultos by David Wechsler; Adaptation and translation by Russel F. Green and Juan H. Martinez; c1955-68; Ages: 16 and Above; The Psychological Corporation.

This measure of intelligence was developed as a Spanish adaptation of the *Wechsler Adult Intelligence Scale* (WAIS). It is comprised of two main scales containing various subtests: Verbal measures include information, comprehension, arithmetic, similarities, digit span and vocabulary; Performance assessments include digit symbol, picture completion, block design, picture arrangement and object assembly. The Spanish manual contains information pertaining to norms and standardization data, obtained in Puerto Rico in 1965. Reported reliability coefficients for the various subtests, across age groups, range from .65 to .97. Spanish and English materials can not be interchanged.

Escala de Inteligencia Wechsler para Niños by David Wechsler (translated by Pablo Roca); c1949-67; Ages: 5-15; The Psychological Corporation.

This Spanish edition of WISC should be individually administered by a trained examiner. It consists of 12 tests divided into two subgroups. The Verbal scales include General Information, General Comprehension, Arithmetic, Similarities, Vocabulary, and Digit Span. The Performance scales include Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, and Mazes. Ordinarily, ten of these tests are administered. Digit Span and Mazes (or Coding) may be used as supplementary or alternative tests. Intelligence Quotients, obtained by comparing each subject's performance with scores of individual's in a single age group, are utilized. Norms, standardization and reliability data, and directions for computing and interpreting Scaled Scores and IQ Tables are presented in the manual. Directions should be followed explicitly. Spanish norms are the result of administration to students at several locations in Puerto Rico. Utilizes 1949 edition of the WISC in English and a Spanish edition manual and record forms.

Escala Internacional de Conducta Adaptiva by Bert O. Richmond and Marcelo de le Sema; c1978; Grades: K-3; University of Georgia, College of Education.

Measure to evaluate 5 areas of child development: language, independence, performance in a familiar role, economic-vocational activity and socialization (Spanish).

Examen de Conocimientos Generales de Economía, Formas A and B by John C. Soper; 1980; Grades: 9-12; Joint Council on Economic Education.

Experimental Spanish language version of the *Test of Economic Literacy*. Designed as an aid to school systems to assess gains in economic knowledge. The English language version is a standardized, nationally normed instrument.

Examen de Lectura en Español by Dade County Public Schools, Division of Elementary and Secondary Education; c1975; Grades: 7-12; Tests in Microfiche, Test Collection.

Spanish reading placement test for grades 7-12. Consists of thirty multiple choice questions. Group administered. No technical information provided.

Examen de Lenguaje en Español by Dade County Public Schools, Division of Elementary and Secondary Education; c1975; Grades: 5-7; Tests in Microfiche, Test Collection.

Spanish language placement test for grades 5-7. Multiple choice test covers language usage, verbs and vocabulary. Test is group administered. No technical information is provided.

Eysenck Inventario de Personalidad by H. J. Eysenck and Sybil B. G. Eysenck; c1968-72; Grades: 9-16 and Adults; Educational and Industrial Testing Service.

This approach to the assessment of personality is based upon two independent dimensions: Extroversion–Introversion, and Neuroticism–Stability. A Lie Scale is also incorporated to compensate for response distortion. Fifty-seven forced choice responses yield indications as to the examinee's personality type as defined by the manual. This test is a Spanish translation of the English *Eysenck Personality Inventory*, and is available in two forms. All technical information cited in the manual refers to the English language edition.

Flexibility Language Dominance Test by Gary D. Keller; c1978; Ages: 10 and Above; Publishers Test Service.

The test is designed to identify dominant language using a flexibility task. Each item consists of a nonsense word. Respondents are asked to think of words in Spanish that could be formed from the nonsense unit, then words in English. Results of the test classify respondents along a seven-point scale from extremely English dominant through bilingual to extremely Spanish dominant. Test-retest procedure yielded a correlation coefficient of .87. Individual or group administration.

Freshman Social Studies Exam; Not Dated; Grades: 9; Project Esperanza.

This social studies achievement test is administered in Spanish at the end of a semester of study. Technical data are not available.

Henderson Environmental Learning Process Scale by Ronald W. Henderson, John R. Bergan and Maure Hurt, Jr.; c1972; Parents of Young Children; Tests in Microfiche, Test Collection.

This interview schedule is designed to measure characteristics of the home environment that are related to the intellectual and scholastic performance of young children. The scale elicits information on the aspiration level of the home, the range of environmental stimulation available to the child, the parental guidance or direct teaching provided in the family, the range of adult models available for emulation by the child, and the nature of reinforcement practices used in the family to influence the child's behavior. The device is also available in Spanish. No technical information is provided.

High School Personality Questionnaire, 1968-69 Edition by Raymond B. Cattell and Mary D. L. Cattell; c1968-69; Ages: 12-18; Institute for Personality and Ability Testing.

Dimensions assessed: Reserved vs. Warmhearted; Dull vs. Bright; Affected by Feelings vs. Emotionally Stable; Undemonstrative vs. Excitable; Obedient vs. Assertive; Sober vs. Enthusiastic; Disregards Rules vs. Conscientious; Shy vs. Adventurous; Tough-Minded vs. Tender-Minded; Zestful vs. Circumspect Individualism; Self-Assured vs. Apprehensive; Socially Group Dependent vs. Self-Sufficient; Uncontrolled vs. Controlled; Relaxes vs. Tense. Designed to identify dropouts, drug user's and low achievers. Percentile norms. Test book only is in Spanish.

Home Bilingual Usage Estimate by Rudolph V. Skocyzlas; c1971; Grades: K-12; Rudolph V. Skoczylas.

This interview schedule was developed to measure language usage in the home. The score may be used to classify an individual as English monolingual, English dominant, apparent bilingual, Spanish dominant, or Spanish monolingual. Technical information is not available.

Home Interview Instrument; 1973; Grades: Adults; In ED 074 191; ERIC Document Reproduction Service.

Structured interview schedule consists of 47 items dealing with parental perceptions and family background factors relating to the education of Spanish-speaking students. Covers language proficiency and dominance, attitude toward bilingualism and bilingual/bicultural education, and interest in education. Construct validity is discussed.

IPAT Culture Fair Intelligence Tests by R. B. Cattell and A. K. S. Cattell; c1933-73; Ages: 8-Adults; Institute for Personality and Ability Testing.

These tests purport to measure individual intelligence in a manner designed to reduce the influence of verbal fluency, cultural climate, and educational level. The items are non-verbal and require only that the respondent be able to perceive relationships in shapes and figures. Each scale contains four subtests, involving different perceptual tasks—completing progressive series, classifying, solving incomplete designs, and evaluating conditions. Scale 2 is appropriate for use with children ages 8-14 and average adults while Scale 3 can be used with senior high and college students and adults of superior intelligence. Since the scales are non-verbal, it is unnecessary to translate the items when using the test with non-English-speaking individuals. However, a Spanish edition, including translations of the instructions and of the test booklets and answer sheets, modified slightly to conform to the instructions, is available. The tests yield percentiles, by age, and IQ's. A variety of reliability and validity data are provided in the Technical Supplement.

I.P.E. Juvenil by Sybil G. G. Eysenck (adapted by Blanca M. De Alvarez and Guido A. Barrientos); c1965-68; Ages: 7-16; Educational and Industrial Testing Service.

This Spanish language edition of the *Junior Eysenck Personality Inventory* is designed to measure the two major personality variables of neuroticism or emotionality and extroversion–introversion in children. Anxiety and emotional overresponsiveness are included in the Neuroticism Scale. The traits considered in the Extroversion Scale are outgoing, impulsive, uninhibited, and sociable inclinations. A Lie Scale is used to detect response falsification. The inventory consists of a series of probing questions to which the child responds affirmatively or negatively. Norms and psychometric data for the Spanish edition are available in a separately published report.

Ilyin Oral Interview by Donna Ilyin; c1972-76; Ages: 18 and Above; Newbury House.

This interview assesses an individual's ability to understand and speak intelligibly in a picture-controlled situation. To take the test, the individual needs to understand basic question words, sentence patterns, and rhythm and intonation patterns using noun, verb, and modification structures usually taught in the first stages of any intensive English as a Second Language (ESL) program. Norms provided in the manual should be used only until the test users can establish norms and guidelines relevant to their particular programs. Most of the reliability studies used the Kuder-Richardson formula 20 and the coefficients range from .86 to .98.

Informal Language Assessment; Not Dated; Preschool and Above; Marysville Reading–Learning Center.

This brief instrument provdies a rapid estimate of a child's competency in English and Spanish. No technical information is provided.

Instruments for the Final Evaluation of the Chicago Public Schools ESEA Title VII Bilingual Education Program; 1973; Grades: 1-6; Chicago Public Schools, ESEA Title VII Bilingual Education Program.

Parent and Community Questionnaire—Designed to assess parent and community attitudes toward a bilingual program and parent perception of student progress as a result of the program. Spanish and English versions are available.

Management Components Rating Scale—Designed for administrators to review the management process of bilingual centers. Covers management activities, assistance from central office, central office initiated activities and suggestions.

Survey of Inservice Needs of Bilingual Staff—Teacher rates the content of recommended inservice workshops on a five-point scale from most to least needed.

Student Questionnaire—Includes sections on study habits, self concept, student attitude and level of aspiration. Available in Spanish and English. Content validity is discussed. Parallel form reliability is .84 to .86.

Teacher Review of Instructional Process—Questions concern objectives and lesson plans, languages used in teaching, instructional techniques and aids, and student progress.

Inter-American Series by Herschel T. Manual; c1950-73; Grades: Preschool-13; Guidance Testing Associates.

This series provides tests of general ability, reading, and oral comprehension, each in two forms with parallel English and Spanish editions. The tests can be used in schools with both English- and Spanish-speaking students. Each child can be tested in his native language and the scores will be comparable. In addition, they can be used as the basis for comparing the abilities of the same child in the two languages. Although limited norms are provided in the manual, the author recommends the use of regional or local norms developed by the examiner. Detailed technical information is provided in the Technical Report

Tests of General Ability

Designed to provide an estimate of the ability to do academic work, these tests are not intended as a measure of general intelligence. At the preschool and primary levels, oral vocabulary and simple numerical items yield a Verbal-Numerical subscore, and exercises requiring the recognition of relationships presented through drawings yield a Nonverbal subscore. For grades 4-13, the test consists of six parts: Sentence Completion, Analogies, Computation, Word Relations, Classification, and Number Series.

Tests of Reading

These tests may be used not only to measure achievement in reading itself, but also as a basis for estimating ability to do school work in other areas where reading ability is related to achievement. The test also allows direct comparison of achievement in reading English and Spanish. For grades 2 through 13, this test consists of three parts: Vocabulary, Speed of Comprehension, and Level of Comprehension.

Tests of Oral Comprehension

Designed for administration in kindergarten and at the beginning of grade 1 to estimate the child's ability to understand short verbal expressions presented orally.

Tests of Reading and Number

These tests are designed for administration at the end of grade 3 or the beginning of grade 4 for guidance and placement. They provide an estimate of achievement in reading and simple numerical operations.

Inter-American Series: Inventory of Vocational Interests, Preliminary Edition; c1970; Ages: Adolescents and Adults; Guidance Testing Associates.

This general vocational interest inventory is designed for use by counselors of adolescents and adults. It lists 136 occupations and 56 subjects for study in school, college, or other institutions. Respondents are asked to indicate their degree of interest in each occupation and subject, or that they lack sufficient information to make such a judgment. The inventory can be individually- or group-administered and is available in parallel English and Spanish forms.

Interpersonal Effectiveness Diagnosis by Monroe K. Rowland and Jerry Southard; c1973; Grades: K-Above; Human Development Training Institute.

The instrument measures the degree to which children's school situations meet their needs. The items deal with six need areas: the need to receive affection, inclusion, and control, and the need to express affection, inclusion and control. Some of the items relate to these needs in terms of the children and their peer relationships; others in terms of the child-teacher dyad. The diagnosis can be used individually or in groups, with or without an accompanying cassette tape. There are both English and Spanish versions of both printed materials and cassette. Validity data is discussed in the manual.

Interview Measure of Bilingualism by Herta Teitelbaum; 1977; Grades: K-4; In ED 140 665; ERIC Document Reproduction Service.

This interview and evaluation form was developed to gather data on children's receptive and productive skills in Spanish and English, dominant language in various situations, and attitude toward the languages. Adapted from the *Spanish/English Language Dominance Assessment Schedule* by Spolsky and Murphy 1972. Correlations between interview ratings and actual speaking tasks were .66 and .78.

Inventario de Asociaciónes (Association Adjustment Inventory) by Martin M. Bruce; c1968; Ages: Adults; Martin M. Bruce Publishers.

Subscores: Total Score; Block Score, Juvenality; Psychotic Responses; Depressed–Optimistic; Hysteric–Non Hysteric; Withdrawal–Sociable; Paranoid–Naive; Rigid–Flexible; Schizophrenic–Objective; Impulsive–Restrained; Sociopathic; Empathetic; Psychosomapathic–Physical Contentment; Anxious–Relaxed. The AAI is a modified form of the *Kent-Rosanoff Free-Association Test*. This test is a Spanish language edition of the *Association Adjustment Inventory*. Content validity is discussed. Test-retest reliability ranges from .82 to .94 across subscores.

Inventario de Ayuda para Aprendizaje by Annabelle Markoff; c1976; Grades: K-3; Annabelle Markoff.

This Spanish edition of the *Learning Assistance Inventory* enables the teacher to systematically record observations of the child's classroom behavior. Five areas affecting academic success are observed: Social-Emotional Skills; Physical Skills; Language Skills; Quantitative Skills; and

Learning Behavior. Designed for teacher use in planning individual education programs for low achievers. Technical information is not provided.

Inventario de Habilidades para Aprender a Leer by Jack Shelquist, Barbara Breeze and Bette Jacquot; c1975; Grades: Preschool; Educational Programmers, Inc.

This Spanish edition of the *Inventory of Readiness Skills* provides for evaluation and diagnosis of the Spanish-speaking child's basic skills. The test covers: Auditory Perception Skills (sequence of auditory memory, word discrimination), Visual and Motor Skills (body knowledge, concepts of direction and position, color discrimination, visual motor coordination, visual perception and memory of letters, names of letters). All of the test materials are in Spanish. Reliability computed for pupils in kindergarten and grade one is .98 for total test.

Inventario de Valores Hartman by Robert S. Hartman and Marie Cardenas Trigos; c1966-67; Ages: 12 and Over; El Manual Moderno, S.A.

Measures the "capacity to value". 57 scores: 15 capacity to value the outside world scores, 15 capacity to value one's self scores, 7 scores resulting from both capacities, 2 retest scores and 18 deviation scores.

Inventario Multifasetico de la Personalidad by S. R. Hathaway, J. C. McKinley and Rafael Nunez; c1967; Ages: 16 and Over; El Manual Moderno, S.A.

The Spanish version of the MMPI. Yields scores on hypochondria, depression, hysteria, psychopathic deviation, masculinity-femininity, paranoia, psychathenia, schizophrenia, hypomania, and social introversion.

Inventario Personal "Bown", Forma R-3 by Oliver H. Bown, Victor Gallo Martinez, Robert Peck, Fernando Palacios Calderon, Adelina de la Isla Aguilera, Bertha Olivera Diaz, Jorge Estrada Allen and Gabriel Ojeda Vazquez; 1960; Grades: 13-16; Oliver H. Bown.

Spanish version of a self-report inventory designed to assess the mental health of college students preparing to teach. Subscores are: self, others, children, authority, work, reality, parents and hope.

Inventario Psicologico by Harrison Gough; c1956; Ages: 13 and Over; Consulting Psychologists Press, Inc.

Subscores are: dominance, capacity for status, sociability, social presence, self-acceptance, sense of well-being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement via conformance, achievement via independence, intellectual efficiency, psychological mindedness, flexibility, femininity.

Language Assessment Battery; 1977; Grades: K-12; Riverside Publishing Company.

These tests were developed to identify children whose English language deficiencies prevent them from effectively participating in the learning process, and who might participate more effectively in Spanish. Tests are provided in both English and Spanish at three levels. Level I (K-3) consists of three subtests: Listening and Speaking, Reading, and Writing, and Speaking. The student is first assessed for English competencies and is compared to a monolingual English-speaking norm group. Then he is tested in Spanish to determine whether he is more effective in Spanish than in English. Norms presented for the battery are percentile ranks, stanines, and p values. Two types of reliability coefficients are reported: split-half estimates based on odd-even scores corrected for attenuation by the Spearman-Brown Prophecy formula, and internal consistency based on Kuder-Richardson formulas 20 and 21. The validity of the test is also discussed in the manual.

Language Assessment Scales by Edward A. DeAvila and Sharon E. Duncan; c1975-77; Grades: K and Above; Linguametrics Group, Inc.

Provides an overall assessment of oral linguistic proficiency based on a child's performance across four linguistics subsystems: phonemic, referential, syntactical, and pragmatic. The test yields scores for: Minimal Sound Pairs, Lexical, Phonemes, Sentence Comprehension, Oral Production (Storytelling), and Relative Linguistic Proficiency. Separate tests are available in English and Spanish. Some of the items are presented on cassette. Interrater reliability overall is .98. Validity is discussed. Internal consistency across subscales ranges from .80 to .95.

Language Assessment Umpire by Bernard Cohen Research and Development Inc.; 1980; Ages: 5-13; Santillana Publishing Company, Inc.

Designed for use with bilingual students. This individual diagnostic test identifies language dominance, based on cognitive criteria, from a choice of eight languages: English, Spanish, French, Italian, Portuguese, Tagalog, Creole, Chinese (Cantonese), Korean, Samoan and Armenian. Subtests are Sentence Memory, Associations, Antonymns, Digits Reversed. Correlates .94 with dominance decisions made by teachers. Interrater reliability is .95.

Language Dominance Interview by Carole Marie Kelly; 1976; Grades: K-4; Carole M. Kelly.

Developed to provide educators with rapid assessment of Spanish-English dominance via an interview conducted in both languages. Two scores are obtained; proficiency and background. No technical information is provided.

Language Dominance Survey by San Bernardino City Unified School District; 1974-75; Grades: K-12; Tests in Microfiche, Test Collection.

This five-part survey was designed to identify students with problems in the development of English and/or Spanish language skills and to identify the dominant home language. Covers aural-oral skills in grades K-1 and listening, speaking, reading, writing and home language usage in Primary (2-4), Intermediate (5-6), and Secondary (7-12) levels. Subject is tested in English and Spanish until two incorrect responses are given. One point is given for each correct answer. No technical information is provided.

Language Usage Inventory; Not Dated; Ages: 5; Brooks County Independent School District.

Inventory designed to determine language dominance in Spanish or English. Covers general comprehension, language preference and vocabulary. Questions are asked of child in both languages. Dominance is determined by the greater number of questions answered in one language and parent opinion. No technical information.

Leamos: Diagnostic/Prescriptive Tests, Fundamental Stage by Spanish Developmental Reading Task Force, Los Angeles Unified School District; c1976; Grades: K-3; Paul S. Amidon & Associates, Inc.

Spanish edition of *Developmental Reading*. Includes practice and placement tests for locating the students' appropriate level. Measures visual discrimination, picture memory, auditory discrimination, comprehension, sounds, relationships, main idea, sequence, inferences, punctuation, drawing conclusions. Technical information was not provided.

Linguistic Capacity Index by Frederick H. Brengleman and John C. Manning; c1964; Grades: 1-3; Southwest Educational Development Laboratory.

Based on a contrastive analysis of English and Spanish grammar and phonology, this test is intended for use with children whose native language is Spanish. It consists of three sections of 20 items each. Vocabulary Recognition measures recognition of noun, verb, preposition, and adjective forms. Contrastive Phonology assesses the child's ability to distinguish pairs of sounds contrasted in English but not in Spanish. Contrastive Grammar measures the child's understanding of English function words, word order, and inflectional constructions which do not correspond to semantically similar constructions in Spanish. The test should be administered by a native speaker of English. It yields a raw score and percentile rank which indicate an individual child's level of language proficiency. Also, item analysis within each section will reveal specific weakness areas for language instruction. Reliability and validity data are unavailable.

Los Nietos Spanish Criterion Referenced Test by Jose Garay; Not Dated; Grades: K-8; Jose Garay.

Pre and post inventory of a child's knowledge of Spanish; administered individually and orally. Test covers Spanish listening and speaking and consists of a series of vocabulary words which the student responds to by giving a brief definition in English. Another section requires a response to a phrase. A sentence reading exercise is included. No technical information is provided.

Martinek-Zaichkowsky Self-Concept Scale for Children by Thomas J. Martinek and Leonard D. Zaichkowsky; c1977; Grades: 1-8; Psychologists and Educators, Inc.

This non-verbal, culture-free instrument is designed to measure children's global self-concept. It encompasses five factors: Satisfaction and Happiness; Home and Family Relationships and Circumstances; Ability in Games, Recreation, and Sports; Personality Traits and Emotional Tendencies; and Behavioral and Social Characteristics in School. Since the scale is non-verbal, it can be administered to non-English-speaking children as well as those with low reading ability. Normative data was obtained from a variety of social, economic, and cultural backgrounds. Raw, stanine and percentile scores are provided. The overall Hoyt estimate of reliability computed over grades one to four is .88. Content and concurrent validity are discussed in the manual.

Marysville Test of Language Dominance by Eleanor Thonis; 1973; Grades: Preschool-5; Eleanor Thonis.

Designed to determine English language and native language proficiency, this test consists of five subtests: Listening Comprehension, Speaking, Reading, Writing, and Cultural Variables. The test is in English and Spanish. Technical information is not available.

Matemáticas; Not Dated; Grades: 1-3; Edgewood Title VII Project.

A primary arithmetic test in Spanish and English. Covers sets, number lines, fractions, measurement, equations, problems, time, money, volume. No technical information is provided.

Mathematics Criterion Referenced Test; circa 1973; Grades: K-4; Lansing School District.

Designed to test a child's knowlege of numbers. Spanish and English directions are available. Child is shown a set of objects or numbers and asked to mark the correct answer in response to a spoken statement and to respond orally to six items which are also pictured. No technical information is provided.

Mexican-American History Test; Not Dated; Grades: 10-12; Project Esperanza.

This 30-item, multiple choice test assessing knowledge of Mexican-American history is available in both English and Spanish. Technical data is not provided.

Michigan Oral Language Productive Tests: Conceptual Oral Language Test by John C. Larson, Marilyn M. Larson and Dustin L. Decker; 1969; Grades: 1-3; American Council on the Teaching of Foreign Languages.

The test is designed to assess the ability to solve problems and think in terms of basic concepts in math, science, and social studies. The student responds nonverbally by pointing to the picture of his choice and verbally by explaining his answer in standard English. The measure of the pupil's understanding is relatively free of the effects of dialect or language that may be different from that of the examiner. At the same time, the discrepancy between the nonverbal and verbal scores indicates the degree of the pupil's handicap in oral production of standard English. Construct validity was analyzed by two methods: a multitrait-multimethod matrix, and correlation with a standardized group IQ test and an oral productive test. The authors assert that while results indicate that the part-scores are not sufficiently reliable to be diagnostically useful, the total nonverbal and verbal scores are meaningful.

Michigan Oral Language Productive Tests: Structured Response Test by Richard C. Benjamin, Ralph F. Robinett, Helen Carney and Barbara Stovall; 1970; Ages: 4-6; American Council on the Teaching of Foreign Languages.

The purpose of the test is to assess the child's ability to produce standard grammatical and phonological structures when he speaks It is intended for children who need to learn English as a second language or standard English as a second dialect. The child is shown three pictures that form a story, and is then presented a stimulus concerning one of the pictures. The stimulus is structured so that the child will give a resopnse containing a particular feature of grammar or pronunciation. The test items deal with eleven grammatical and phonological categories; uses of do, plural, double negative, uses of have, past participle, past tense, possessive, comparison, si bject/verb agreement, uses of be, and pronunciation. Technical information is not provided.

Micro-Tower System of Vocational Evaluation; c1977; Ages: Adolescent-Adult; ICD Rehabilitation and Research Center.

The system consists of thirteen work samples designed to measure major aptitudes required by unskilled and semiskilled jobs. Aptitudes assessed are: motor, spatial, clerical perception, verbal, and numerical. Norms are available for a general rehabilitation population, Spanish-speaking, left-handed, disadvantaged, physically disabled, psychiatrically disturbed, drug abusers, special education students and adult offenders. Reliability coefficients range from .74-.97 across work samples. Content and construct validity are discussed.

Minorities Test by Paul Aschenbrenner; Not Dated; Grades: 10-12. Paul Aschenbrenner.

This 100-item multiple choice test assesses knowledge of minority groups. It was developed originally as a pre-post test for a course on minority groups provided by Project Esperanza, the Salinas Title VII project. The test is available in both English and Spanish. Technical data is not provided.

Moreno Quick Language Assessment Inventory by Steve Moreno; c1974; Grades: K-6; Moreno Educational Company.

This device is intended as a screening instrument for the placement of students in English as a Second Language (ESL) or bilingual programs. The inventory is administered to the child's parents or guardians by any school personnel. The examiner asks specified questions about family history and language usage to which the parent responds orally. Results of the screening place students in one of four categories: mainly English speaker, transitional English speaker, beginning English speaker, and mainly Spanish speaker.

My Self Checklist by Robert E. Valett; c1973; Grades: 4-9; Pitman Learning, Inc.

This device provides a means by which the student may express feelings concerning his/her self-perception. There are four parts, the first of which requires a positive or negative response to each of 40 self-descriptive statements. The second part consists of incomplete sentences, and the third, a listing of self-perceived strengths and weaknesses. The fourth part is provided for the expression of general concerns or comments. Upon completion, responses may be considered along with ratings from other sources, as an aid in counseling or education programming. A Spanish language edition is available for native speakers.

Nueva Escala Metrica de la Inteligencia (NEMI) by Rene Zazzo, M. Gilly and M. Verba-Rad; c1970; Ages: 3-14; Editorial Kapelusz.

A measure of intelligence based on the Binet-Simon Intelligence Scale. Manuals and answer sheet are in Spanish.

Oral English/Spanish Proficiency Placement Test by Steve Moreno; c1974-76; Ages: 4-20; Moreno Educational Company.

Designed to enable placement of children at the correct instructional level. Can also be used for diagnostic and achievement testing. Measures oral English, oral Spanish and bilingualism. Child responds to questions about the content of a set of pictures. Criterion validity is .85 for the English test and .81 for Spanish. Test-retest reliability is .94 and .85 respectively. Content validity is discussed.

Oral Language Ability Scale by Helen Solana Giuliano and Others; Not Dated; Grades: 1-8; Northeast Regional Curriculum Development Center.

Oral language scale to indicate the degree of English language proficiency for diagnostic and placement purposes and for measuring rate of growth in oral English. Student responds orally to six questions and completes twenty-seven statements with grammatically and phonologically correct answers in response to picture cues. No technical information is available.

Oral Language Assessment for Diagnosis and Planning; 1975; Grades: Preschool and Above; Marysville Reading-Learnign Center.

This form is designed to aid teachers in rating a pupil's expressive and receptive language competencies. The form is available in both English and Spanish. No technical information is available.

Oral Language Evaluation (OLÉ) by Nicholas J. Silvaroli and J. O. Maynes, Jr.; c1975; Grades: 1-3; D. A. Lewis Associates, Inc.

This individually administered oral language measure can be used to evaluate English and Spanish speakers. Part I of the test is designed to identify children who need training in a second language. Part II consists of eight subscales designed to evaluate the child's production of oral language structures. Four pictures are employed to elicit the language sample that is used in the evaluation. No reliability or validity information is provided in the manual.

Oral Language Proficiency Scale; c1978; Grades: 1-12; Tests in Microfiche, Test Collection.

Scale used in an oral interview to provide a means of classification for initial placement in an English program for speakers of other languages. Placement is based on proficiency in understanding of spoken language, using grammatical structure, pronunciation and vocabulary. No technical information is provided.

PTI Oral Directions Test by Charles R. Langmiur; c1954-74; Ages: 16-Adults; The Psychological Corporation.

A measure of an applicant's ability to understand and follow oral directions used as an aid in selecting more able workers among applicants with a limited education or limited knowledge of English. Designed for use with trainee, production, maintenance and machine operator jobs in tool, metal, equipment and paper manufacturing. Spanish edition, *Test de Instrucciónes Orales* is available. Items consist of numerals and geometric figures. Norms are available for Puerto Rican students and Venezuelan workers. Split-half reliability is .94.

Pediatric Behavioral Questionnaire by Walter M. Tasem, Joan C. Dasteel and Erwin D. Goldenberg; 1974; Ages: 4-14; In ED 171 763, ERIC Document Reproduction Service.

Parents rate child's behaviors as serious problem or not, to determine behavior problems in age-related developmental sequences. Covers eating, sleeping, elimination, speech, discipline, sexual behavior and education, dependence–independence, physical problems, alcohol/drugs. Spanish and English versions.

Pictorial Test of Bilingualism and Language Dominance by Darwin Nelson, Michael J. Fellner and C. L. Norrell; c1975; Ages: 4-8; Texas Testing Service.

The major purpose of this test is to provide procedures for the objective measurement of language facility in English and Spanish. Results are used to place children into six diagnostic categories: English dominant, Spanish dominant, bilingual, language deficient, further testing advised for possible learning and language disorders or mental retardation, and pseudo bilingual. The test is in two parts. Part I, Oral Vocabulary, consists of 40 pictures designed to elicit a particular vocabulary word. Part II, Oral Language Production, is recommended when additional information on bilingual language facility is required, and concerns the child's use of language structure. Split-half reliability coefficients were calculated for Part I. Coefficients were .85 for English and .89 for Spanish. Test-retest reliability coefficients ranged from .69 to .96 for two-month retests and .35 to .82 for six-month retests. Studies of construct and concurrent validity are described in the manual.

Preschool Inventory, Spanish Edition by Bettye M. Caldwell/Educational Testing Service; 1967-74; Grades: Preschool; Addison-Wesley Publishing Company.

Designed to indicate achievement in areas necessary for success in school and to reveal the degree of disadvantage of the child entering school. Items cover child's knowledge of self, ability to follow directions, verbal expression, basic numeral concepts and sensory attributes. Fall norms, percentiles and information on performance of low, middle and high SES groups are included. Reliability is discussed.

Primary Self-Concept Inventory by Douglas Muller and Robert Leonetti; c1973; Grades: K-6; Teaching Resources.

The inventory was developed to provide a procedure for evaluating several aspects of self-concept relevant to school success. It measures six factors of self-concept which can be clustered into three major domains. They are: Personal–Self (physical size, emotional state), Social–Self (peer acceptance, helpfulness), and Intellectual–Self (success, student–self). Each item depicts at least one child in a positive role and one child in a negative role. The examinee is told a simple descriptive story about each illustration and is instructed to draw a circle around the child who is most like himself. There are separate male and female forms and instructions are available in both English and Spanish. Test-retest reliability, determined using the Pearson product moment correlation coefficient was .91. Validity was assessed through construct-, cross-, and content-validation procedures.

Prueba de Admision Para Estudios Graduados; 1967; Grades: 16 + ; Educational Testing Service.

A graduate level academic aptitude test in Spanish. Designed to assist graduate schools in Puerto Rico in appraising the academic aptitude of applicants for admission. Has separate scores for verbal and quantitative ability and for English as a second language.

Prueba de Español como Primer Idioma; 1973; Grades: 4; Pharr-San Juan Alamo Independent School District.

This test of fifty-six multiple choice items is designed to review the student's knowledge of Spanish grammar. The areas covered include: Singular and Plural, Diminutive and Augmentative, Masculine and Feminine, Pronouns, Articles, Adjectives, Verb Tenses, Syllables, Accents, and Punctuation. Technical data are not reported.

Prueba de la Terminación de la Frase de Fehrenbach by Alice R. Fehrenbach; c1974; Grades: 7-12; Alice R. Fehrenbach.

This Spanish version of the Fehrenbach Sentence Completion Form consists of 100 sentence stems. It is appropriate for use in either a clinical or a school setting. In the latter, it can be used to discriminate between students with potential leadership qualities in terms of outstanding adjustment, those within the average range, and those who may have adjustment difficulties. The form can also be used as an inservice technique to provide

teachers additional insight into the hopes, fears, and preoccupations of children. Psychometric data are not available.

Prueba de Lectura by Oscar Ozete; 1978; Grades: 3 and 6; Tests in Microfiche, Test Collection.

Designed to assess reading comprehension in the child's native Spanish, for bilingual children as part of a program for developing reading competence in the child's first language before attempting to instruct the child in reading in a second language. This test measures literal comprehension of the language by utilizing a modified cloze procedure, and skill in drawing inferences and information from the material read via multiple choice questions. Two paralel forms exist for use in grades 3 and 6. Instructions are given in both languages. Sample items are discussed prior to administration. Percentiles and stanines are provided. Includes information on validity, item analysis, and correlations with SOBER-Español (Science Research Associates, Inc., 1975). Reliability determined by the KR-20 formula ranges from .68-.91.

Prueba de Lectura C.I.D. by Magdalena Andrade; 1976; Grades: 1-6; Calexico Unified School District.

Pair of tests designed to measure a student's reading vocabulary and comprehension in Spanish for native speakers in grades 1-6. Reliability obtained from use of the KR-20 formula ranges from .87-.94 across grade levels.

Prueba de Lectura Santillana by Estella Barandiaran and Others; c1979; Grades: K-4; Santillana Publishing Company.

Designed for use with native speakers in grades K-4. This group or individual diagnostic placement test covers word recognition and comprehension in Spanish and English. Test should be administered by a native speaker of the language.

Prueba de Lenguaje Santillana by Estela Barandiaran; 1980; Grades: 5-8; Santillana Publishing Company, Inc.

Criterion referenced instrument designed to identify the student's level of instruction in reading comprehension, grammar and study skills. For students with intermediate or advanced reading ability in Spanish.

Prueba de Vocabulario C.I.D. by Magdalena M. Andrade; 1971-72; Grades: 1-6; Calexico Unified School District.

This vocabulary test is designed for use with those whose native language is Spanish. Developed for a Title VII bilingual project, this multiple choice device is available in two forms for each of three levels. No supportive technical data is reported.

Pupil Communication Skills Inventory by Brentwood Union Free School District; Not Dated; Grades: K-8; Tests in Microfiche, Test Collection.

Teacher rating of the frequency with which a child performs a list of behaviors in Spanish or in English. Behaviors are concerned with oral communication, conceptual knowledge, knowledge of grammar, comprehension skill. Ratings of performance in Spanish are stated to provide a "rough developmental profile". Ratings of performance in English can determine the communication ability in that language for concepts or abilities possessed in Spanish. No technical information is provided.

Pupil Record of Educational Behavior: Spanish Edition by Ruth Cheves; c1975; Grades: Preschool-3; Teaching Resources.

A diagnostic aid for evaluating a pupil's level and pattern of functioning along developmental dimensions. The record consists of a progression of increasingly difficult tasks within four areas: Visual-Motor Perception, Auditory Perception, Language Development, and Mathematical Concepts. Psychometric data are not provided.

Reading/Everyday Activities in Life (R/EAL) by Marilyn Lichtman; c1972; Ages: 10-Adult; Cal Press, Inc.

Developed as a device to be used in evaluating the individual's mastery of basic literacy skills. Test instructions are pre-recorded on cassette tape, and are available in both English and Spanish. The test items, however, are presented in English only, and consist of the following samples of reading material, encountered in the course of daily activities: Road Signs, T.V. Guide, Directions for Food Preparation, Selection on the Topic of Narcotic Drugs, Food Market Ad, Apartment Lease, Road Map, Want Ad, and Job Application. Scores are interpreted using a criterion-referenced approach, indicating a degree of mastery for each reading activity. Internal consistency, using Kuder-Richardson is reported as a reliability coefficient of .93. Criterion related and content validity are also discussed within the manual.

Responsive Self-Concept Test by Ann FitzGibbon; c1970; Grades: 1-3; Far West Laboratory for Educational Research and Development.

Designed to assess a child's self-image, this test deals with nine psychosocial factors: self-awareness, relationship with family, relationship with peers, verbal participation, approach to learning, reaction to success/failure, self-satisfaction, and level of aspiration. Eight test forms are available: male and female forms for whites, blacks, Orientals, and Mexicans or Spanish Americans. A picture of the child is needed and he is asked to judge whether the examiner, who reads a series of statements, is talking about him, about someone he knows, or someone he does not know. The teacher also rates the child's behavior in terms of each of the nine factors. Psychometric data is not available.

Revised Beta Examination: Second Edition by C. E. Kellogg and N. W. Morton; c1974-78; Ages: 16-64; The Psychological Corporation.

A non-verbal measure of intellectual ability designed for illiterate non-English-speaking or language handicapped persons. Subtests include: mazes, coding, paper form boards, picture completion, clerical checking and picture absurdities. Provides an overall estimate of ability which can be expressed as an IQ or a percentile. Group adminis-

tered. Spanish language instructions are provided. Test-retest reliability is .91. Correlates with Wechsler Adult Intelligence Scale full Scale IQ .64-.66.

SOBER Español by Ricardo J. Cornejo; c1975; Grades: K-3 (may be used up to grade 5); Science Research Associates.

This system for objective-based evaluation of reading in Spanish is a parallel system to *SOBER Reading in English*. The program was developed to measure specific student behaviors. It consists of more than 200 objectives from which the user may select those needed to measure the criteria in a specific curriculum. Objectives are available in the following areas: Encoding, Decoding, Vocabulary, and Comprehension. All test items and oral examiner instructions are in Spanish. The Spanish used in the material was reviewed by educators whose backgrounds are Cuban, Puerto Rican, Colombian, Chilean, and Mexican.

STS Inventario Juvenil by H. H. Remmers and Benjamin Shimberg; c1956-61; Grades: 7-12; Scholastic Testing Service.

This checklist provides students with the opportunity to express the personal importance of their interests and problems. It consists of 167 statements arranged under five broad headings: My School, After High School, About Myself, Getting Along with Others, and Things in General. This Spanish version of the *STS Youth Inventory* was originally prepared for use in schools in the Southwest and on the West Coast. The translation was subsequently approved for use in a large Midwest public school system. Optional national norms "profiles" are available for reporting each student's performance. The split-half reliability coefficients for the five areas range from .86 to .96. Specific aspects of the content validity of the Inventory are discussed in the manual.

SWCEL—Test of Oral Language Proficiency; c1976; Grades: K-8; Southwestern Cooperative Educational Laboratory Publishers.

The test is designed to evaluate oral proficiency in English in students from limited English or non-English-speaking backgrounds. Verbal responses to a series of stimuli are used to measure aspects of vocabulary, pronunciation, and syntactic construction.

Schiff Self-Theory Q-Sort for Drug Addicts by Stanley Schiff; 1959; Grades: 9-12 and Adults; Stanley Schiff.

Measures incongruities between self concept, professed ideal self, and the cultural ideals of the individual in drug addict populations and comparable non-addict populations of age 16 and older. Items cover: sexual identification and role, attitudes toward authority, educational values, morality standards, passivity–aggressivity, impulse control, relationship with others, emotional maturity, dependence–independence, aspiration, social role and group identifications, feelings of inadequacy, and frustration. Spanish edition available.

School Readiness Test, Spanish Language Edition by O. F. Anderhalter; c1977; Grades: K-1; Scholastic Testing Service, Inc.

Seven tests of school readiness. Word Recognition, Identifying Letters, Visual Discimination, Auditory Discrimination, Comprehension and Interpretation, and Handwriting and Number Readiness. Spanish manual of directions. Students mark correct picture in response to teacher's oral directions and draw matching figures. Percentile norms are provided. Reliability of the total score is .92.

Science Test: Grade 1 and 3; 1971; Grades: 1 and 3; Pharr-San Juan-Alamo Independent School District.

For grade 1 the 28-item picture test is in six parts covering: Transportation, Animals, Foods, The Weather and the Seasons, and Our Senses. The questions are read to the child in both English and Spanish. The grade 3 test is in two parts. For Part I, the teacher reads questions in both English and Spanish. The pupil marks the correct picture. Part II consits of 26 multiple choice items in English. Technical data are not provided.

Screening Test for Auditory Comprehension of Language by Elizabeth Currow; c1973; Ages: 3-6; Teaching Resources.

The test is designed to serve three purposes: assess basic competence in language, identify children who need more complete testing of auditory comprehension, and establish the child's dominant language. The instrument is composed of 25 plates of line drawings that permit the assessment of oral language comprehension independent of language expression. Each plate comprises three pictures representing referential categories and contrasts that can be signaled by form classes and function words, grammatical categories and syntactic structure. Directions for administering are available in both English and Spanish. At this time, percentile ranks are available only for English students. Test-retest reliability coefficient is .60.

Screening Test of Spanish Grammar by Allen S. Toronto; c1973; Ages: 3-6; Northwestern University Press.

The test is designed to identify quickly, through individual testing, those Spanish-speaking children who do not demonstrate native syntactic proficiency commensurate with their age. It consists of a receptive (comprehension) and an expressive (production) subtest, each testing 23 syntactic structures. The child responds to each item by indicating the appropriate picture. The manual specifies that the test is intended to be used as a syntax screening device only and not as an in-depth language assessment. The test was standardized on children of Mexican and Puerto Rican descent and percentiles are provided for both groups. Within-subject reliability coefficients as measured by Hoyt's *R* ranged from .60 to .89. Validity is discussed in the manual.

Self-Appraisal Inventory, Primary Level, Spanish Version by Sally D. Tilley; 1976; Grades: 1-3; In ED 127 362, ERIC Document Reproduction Service.

A Spanish translation of the *Self Appraisal Inventory* developed by the Instructional Objective Exchange to mea-

sure the self-concepts of multi-ethnic Spanish-speaking children in relation to peers, school, family and general self-concept. Internal consistency ranges from .07 to .51.

Self Concept—Attitude Towards School—Peer Relations Questionnaire by Richard P. Ivie; 1972-75; Grades: 6-9; Bilingual Leadership Through Speech and Drama, Pomona Unified School District.

Available in both Spanish and English forms, this questionnaire is designed as a method of determining the student's feelings about activities inside and outside of school. No technical information is provided.

Self-Image Test by Southeastern New Mexico Bilingual Program; 1972; Grades: K-3; Southeastern New Mexico Bilingual Program.

Eleven items designed to measure peer aggressiveness/cooperation, peer ostracism/acceptance, intellectual self image, helpfulness, emotional self, and success/non-success.

Self-Observation Scales: Primary by A. Jackson Stenner and William G. Katzenmeyer; c1974; Grades: K-3; National Testing Service, Research.

This instrument is designed to measure the way children perceive themselves and their relationships to peers, teacher, and school. It assesses five dimensions of children's self-concept: Self-Acceptance, Social Maturity, School Affiliation, Self-Security, and Achievement Motivation. A Spanish version of the test is available. Split-half reliability coefficients, corrected by Spearman-Brown Prophecy Formula, ranged from .75 to .81 for the subtests. Validity is disussed in Technical Bulletins No. 1 and 2.

Self-Perception Inventory (Spanish): Student, Adult and Teacher Forms by Anthony T. Soares and Louise M. Soares; 1980; Soares Associates.

Spanish language version of the *Self-Perception Inventory*. Measures self-concept, ideal self-concept, perceptions of others, and how individuals think they are perceived by classmates, parents, teachers, friends, cooperating teachers, supervisors.

Short Test of Educational Ability; c1966-72; Grades: K-3; Science Research Associates, Inc.

The test is designed to provide an estimate of educational ability without relying on achievement concepts and skills acquired at home or school. Level 1 is appropriate for kindergarten and grade 1 and includes three subtests: What Would Happen If? (simple cause-and-effect situations), How Would You? (simple problem solving), and Spatial Relations (manipulation of simple shapes). Level 2 consists of four subtests: Verbal Meaning (pictorial vocabulary items), Spatial Relations (manipulation of simple shapes), Number Series (manipulation of numbers), and Word Grouping (word reasoning). It is intended for grades 2 and 3. Spanish editions of the test are available for use with children whose native language is Spanish. Test directions and items read by the teacher are annotated with Southwestern, Cuban, and Puerto Rican dialects. The Spanish version uses the same norms as the English version. Reliability and validity data are not available in the manual.

Short Test of Linguistic Skills: Pilot Version, Spanish-English by Charles K. Frederickson; c1975; Grades: 3-8; Tests in Microfiche, Test Collection.

This test uses a contrastic linguistic approach to determine the language dominance and proficiency of children bilingual in English and Spanish. It consists of four subtests: Listening, Reading, Writing, and Speaking. Validity, reliability, and norms will be determined from the analysis of results of studies in progress.

Sistema de Evaluación para Individualizar la Enseñanza de la Lectura by J. Lloyd Eldredge and Vicki G. Mickelsen; c1975; Ages: Open; Behavioral Consultants.

Spanish version of *Management System for Personalizing Reading Instruction*. A diagnostic and prescriptive series of 65 group and individual inventories designed to determine specific word-attack needs of students.

The Sixteen Personality Factor Questionnaire: Spanish Edition by Raymond B. Cattell and Herbert W. Eber; c1956-71; Ages: 15-Adults; Institute for Personality and Ability Testing.

Designed as a comprehensive assessment of personality, responses to each of 187 statements enable the construction of an individual profile, depicting 16 distinct dimensions; Reserved–Outgoing; Less Intelligent–More Intelligent; Affected by Feelings–Emotionally Stable; Humble–Assertive; Sober–Happy-go-Lucky; Expedient–Conscientious; Shy–Venturesome; Tough-Minded–Tender-Minded; Trusting–Suspicious; Practical–Imaginative; Forthright–Shrewd; Self Assured–Apprehensive; Conservative–Experimenting; Group Dependent–Self-Sufficient; Undisciplined Self Conflict–Controlled; and Relaxed–Tense. Raw scores are converted into sten ("standard ten") scores so that the relative status of the examinee, to others of the same population, may be determined. *The 16 PF in Latin America* provides pertinent normative data for Chilean, Mexican, Puerto Rican and Venezuelan populations. Evidence of internal consistency is also documented.

Sociometric Design Test by Southeastern New Mexico Bilingual Program; 1972; Grades: 1-3; Southeastern New Mexico Bilingual Program.

Elicits three names of class members that each child would select to attend a party, play a game, help complete a drawing and one whom the child would visit for play. No technical information is provided.

Spanish and English Vocabulary and Concept Comprehension Test by Toni Micotti; Not Dated; Grades: Preschool-1; Spanish Dame Bilingual Education Project.

This individually administered test is designed to measure a child's comprehension in both English and Spanish. The test has six parts: Recognition of Colors, Recognition of Shapes, Recognition of Numbers, Identification of Pic-

tures, Interrogative Words, and Story Recall. Technical information is not provided.

Spanish Anxiety Scale by Samuel E. Krug, Ivan H. Scheier and Raymond B. Cattell; c1957-1976; Grades: 10-Adults; Institute for Personality and Ability Testing.

Spanish version of *IPAT Anxiety Scale*, a 40-item questionnaire concerned with emotional stability, suspiciousness, guilt proneness, low integration and tension. Group or individually administered. Only test booklets are in Spanish.

Spanish Criterion Referenced Test by Austin Independent School District; 1974; Grades: K-5; Tests in Microfiche, Test Collection.

Designed to determine mastery level in a Spanish language reading program for bilinguals in grades K-5. Covers phonetic and structural analysis and comprehension. No technical information is provided.

Spanish Dame School Project Parent Interview: Revised; 1971; Ages: Adults; Spanish Dame Bilingual Education Project.

This interview form is designed to elicit from the parents of preschool and kindergarten children information concerning their background, home environment, and the language spoken in the home. The interview may be conducted in English or Spanish. The information is intended to facilitate the planning and development of bilingual educational programs. Technical data are not provided.

Spanish Depression Scale by Samuel E. Krug and James E. Laughlin; c1970-76; Ages: Adults; Institute for Personality and Ability Testing.

Spanish version of *IPAT Depression Scale*. Designed to produce a reliable and valid estimate of depression level in the examinee. Only test books are in Spanish. Reliability for the English version averages .93.

Spanish-English Dominance Assessment Test by Bernard Spolsky and Penny Murphy; 1970; Grades: 1-2; Bernard Spolsky.

This is an experimental test designed to classify children (who are bilingual in English and Spanish or monolingual in one) as being dominant in one language or the other. The interview is in three parts, each with a Spanish and English component—a series of questions about the child's language experience, word-naming tasks, and pictures which the child describes—yielding samples of his speech. Administration of the test requires two persons, an interviewer and a recorder, both of whom should be bilingual. No technical information is provided.

Spanish/English Language Performance Screening (S/ELPS); c1976; Grades: Preschool-K; CTB/McGraw-Hill.

This screening instrument provides two methods for determining a child's dominant language for initial learning in a bilingual program. It consists of two parts: the Spanish section, administered first, and the English section, administered second. The two sections are parallel and sample five language activities: Answering Questions, Naming Objects, Following Directions, Describing Objects, and Describing Pictures. The screening must be conducted by a bilingual person. Test-retest reliability determined by computing Pearson product moment correlation was .93 for total S/ELPS. The interrater reliability coefficient for the total S/ELPS was .99. Validity is discussed briefly in the manual.

Spanish-English Reading and Vocabulary Screening (SERVS); c1978; Grades: K-8; CTB/McGraw-Hill.

This multiple choice test in three forms is designed to assist a teacher in determining if a student should be tested with a Spanish or English version of an achievement test, to provide practice in marking test responses, and to measure oral comprehension of test directions and terms. Technical information concerning validity, reliability, and norms is provided.

Spanish-English Screening Instrument by Christopher R. Crowder; c1977; Grades: K-3; Tucson Unified School District.

Individually administered test to assess a child's language ability in Spanish and/or English. Surveys: nonverbal understandings of Spanish and English in response to simple oral questions and directions, verbal labeling of objects in response to questions in both languages, verbal statements in response to visual and verbal cues in both languages. Common objects are required as props. The examiner must be bilingual. Norms are provided-for one Southwestern city as percentile ranks and stanines. Predictive and construct validity are discussed. Test-retest reliability ranges from .84 to 1.0.

Spanish Oral Proficiency Test; 1971; Grades: K-6; BABEL Media Center.

Designed to determine a child's oral proficiency in Spanish, the test consists of four parts: Oral Comprehension of Commands, Visual Oral Comprehension, Oral Comprehension of Common Verbs, and Oral Questions. Technical information is not available.

Spanish Phonemic Unit Production Test (Revised) by Rudolph V. Skoczylas; c1972; Grades: K-13; Rudolph V. Skoczylas.

Designed to measure production of especially difficult Spanish sounds, the test is administered orally using a cassette. It yields one score based on the total number of adequate responses. Two forms of the test are provided. Technical data are not available.

Spanish Reading Criterion Referenced Test; c1971; Grades: K-3; BABEL Media Center.

Assesses beginning and basic reading skills in Spanish including initial, medial and ending sounds, comprehension, word association, phonics, vowels, writing, word meaning, plurals, vocabulary, syntax, inference and alphabetical order. No technical information is provided.

Speaking Test in Spanish/English by Robert M. Offenberg; 1970; Grades: K-3; In ED 046 295, ERIC Document Reproduction Service.

Tests of English- and Spanish-speaking skills for young children. Consists of three parts: Repetition, Questions, and Free Response. Students repeat difficult English phonemes, answer five simple questions and tell what they see in a picture. Children respond in two languages. No technical information is provided.

Stanford Early School Achievement Test, Chicano Spanish Edition and Puerto Rican Edition; c1974; Grades: K-2.2; The Psychological Corporation.

These modifications of the original test and directions contain subtests on environment, mathematics, letters and sounds, and aural comprehension. All items are dictated and responses are in pictures. It is suggested that only local score distributions be used and that further norming is inadvisable. Possible uses are for evaluating growth and instructional planning. Group administered.

Stem Response Test; 1972; Grades: P-3; Southeastern New Mexico Bilingual Program.

Questionnaire designed to determine if the student's responsiveness in Spanish and English has increased or decreased during the year's instruction. Based on the observation that due to cultural factors in the home, Spanish children are less willing to respond in class. No technical information is provided.

Student Placement Questionnaire by G. Velasquez; 1972; Open Range; Project Frontier, ESEA, Title VII Bilingual Education Program.

This record form is designed to provide an indication of an individual's language dominance and proficiency in English and/or Spanish for placement purposes. The questionnaire was developed for use by the Project Frontier, ESEA, Title VII Bilingual Education Program.

Student Spontaneous Interaction Checklist; 1971; Grades: 4-6; Las Cruces Bilingual Education Project.

This brief checklist helps to determine degree of spontaneity as related to language preferences, language concepts, and the use of language on an affective level. Psychometric data are not provided.

System FORE: Spanish Adaptation by Los Angeles Unified School District; 1975; Ages: 3-7; Tests in Microfiche, Test Collection.

This series of inventories is designed to assess a child's linguistic development in the Spanish language for native speakers of developmental age 3-7 years. The inventories accompany instructional objectives arranged by developmental levels as an aid for individualizing and planning instruction. Phonology, morphology, syntax and semantics are covered. Inventories are individually administered. Common objects found in the classroom are necessary. Each exercise requires successful completion of varying numbers of items for passing to the next exercise. No technical information is provided.

System of Multicultural Pluralistic Assessment (SOMPA) by Jane R. Mercer and June F. Lewis; c1978; Ages: 5-11; Psychological Corporation.

Designed for use in assessing cognitive and sensorimotor abilities and adaptive behavior of children. Consists of two main parts: the Parent Interview and the Student Assessment. The Parent Interview instruments include:

Adaptive Behavior Inventory for Children—questions relating to the child's behavior in the family situation, neighborhood and self-care skills.

Sociocultural Scales—describes characteristics of the child's family and home environment.

Health History Inventory—questions cover child's current and prior health to identify children needing examination by a medical doctor.

The Student Assessment Instruments include Physical Dexterity Tasks, Weight by Height, Visual Acuity, Auditory Acuity. The *Bender Visual Motor Gestalt Test* and the *Wechsler Intelligence Scale for Children* or the *Wechsler Preschool and Primary Scale of Intelligence* are also administered but are not included with the purchase of the other test materials. Normative data are provided for Black, Hispanic and White children. Parent Interview measures are in English and Spanish. Validity and reliability information is discussed in the technical manual.

Test for Auditory Comprehension of Language—English/Spanish by Elizabeth Carrow; c1973; Ages: 3-7; Teaching Resources.

This individually administered test is designed to measure a child's auditory comprehension of language structure. A series of 101 three-picture plates represents referential categories and contrasts that can be signaled by form classes and function words, morphological constructions, grammatical categories, and syntactic structure. No verbal response is required of the child. Instructions are provided in both English and Spanish. Test-retest reliability for total score was .94 for the English version and .93 for the Spanish. Other reliability studies are described in the manual along with a discussion of the test's validity.

Test of English Grammar and Vocabulary by Lily Wong Flood; Not Dated; Grades: Preschool-1; Spanish Dame Bilingual Education Project.

This individually administered test is designed to assess a child's proficiency in English. The test is in four parts: English Vocabulary-Comprehension, English Vocabulary-Production, English Grammar-Comprehension, and English Grammar-Production. Technical information is not provided.

Test of Grammatically Correct Spanish and English; 1970-71; Grades: K-6; Las Cruces Bilingual Education Project.

This series consists of oral and written tests assessing language skills in both English and Spanish. The test covers: vocabulary, sentence patterns, grammar, and usage. No technical information is provided.

Test of Language Dominance, ELNAS Version by Willard P. Bass; c1973; Revised 1975, 1977; Ages: 5-8; Southwest Research Associates.

Measures child's proficiency in each of two languages and compares proficiency to determine language dominance: Spanish-English and Navajo-English. Part I covers receptive skills and is group administered. Part II covers expressive skills and is individually administered. Face validity is discussed. Part of an educational placement system (ELNAS) also utilizing data gathered from parents and teachers.

Test of Oral English Production by Southwestern Cooperative Educational Lab; 1969; Grades: K-3; In ED 042 793, ERIC Document Reproduction Service.

Individually administered test designed for use in programs teaching English as a second language. Elicits spontaneous responses from children. Provides a total score and two part scores. Vocabulary and Pronunciation and Use of English Grammatical Structures. Tape recorder is required. Technical information is not included on the microfiche.

Test on Bicultural Heritage; 1971; Grades: K-3; Pharr-San Juan-Alamo Independent School District.

This picture test assesses knowledge of bicultural heritage. The questions are read to the pupils in both English and Spanish. Forms are available for kindergarten and grades 1, 2, and 3. No technical information is available.

Tests de Aptitud Diferencial by George K. Bennett, Harold Seashore and Alexander Wesman; c1959; Ages: 14 + ; Dr. Robert B. MacVean.

Subscores are: Razonamiento Verbal (Verbal Reasoning), Habilidad Numerica (Numerical Ability), Razonamiento Abstracto (Abstract Reasoning), Relaciones Especiales (Spatial Relations), Razonamiento Mecanico (Mechanical Reasoning), Velocidad y Exactitud (Speed and Exactitude), Use de Lenguaje: Ortografia, Oraciones (Language Usage: Writing, Speech).

Tests de Comprensión Mecánica by George K. Bennett; c1957; Ages: Adolescents and Adults; The Psychological Corporation.

These tests measure the ability to understand mechanical relationships and physical laws in practical situations. The items consist of drawings with simple questions about them. Some of the items on the Spanish edition were adapted for use with a Latin American population. Percentile norms are provided for industrial applicants, industrial employees, and eleventh- and twelfth-grade students in academic and technical high schools. Reliability coefficients computed using Hoyt's method of analysis of variance range from .63 to .82 for the Spanish edition. Validity data are presented in the manual.

Tests of Basic Experiences 2 by Margaret H. Moss; c1978; Grades: Preschool-1; CTB/McGraw-Hill.

A revision of the earlier version (still available). Measures experiential factors that contribute to school readiness. Tests four subject areas: mathematics, language, science, and social studies. Spanish directions available. Spring and fall norms are provided as are percentile ranks, stanines and normal curve equivalents.

Tests of Bilingualism and Bicultural Socialization by Edward J. Cervenka; 1966; Grades: 1; In ED 019 122, ERIC Document Reproduction Service.

Instruments developed to measure child bilingualism and bicultural socialization. Measures linguistic competence in English and Spanish, focusing on oral-aural use of language in realistic school situations. Includes an Inventory of Socialization which consists of an interview and a rating of the child's personal and social responsiveness. Content validity is discussed, and the test is described as "lacking in validity". Reliability is discussed in relation to individual items.

Tests of General Ability (TOGA) by John C. Flanagan; c1957-60; Grades: K-12; Science Research Associates, Inc.

This series of tests was developed to provide for the nonverbal measurement of general intelligence and basic learning ability. Because scores purport to reflect ability independent of school-acquired skills such as reading and arithmetic, the tests may be useful with bilingual students. The manual has been translated into Spanish. TOGA includes two types of items. The information (cultural) section tests the individual's ability to grasp meanings, recognize relationships, and understand the basic concepts and principles of his natural and social environment. The reasoning (non-cultural) section tests the student's ability to understand relationships and to form concepts. The test is available at five separate levels. It yields grade expectancy and IQ scores. Data on 20 studies of the test's reliability are presented in the technical report. Split-half reliabilty coefficients range from .80 to .90 while reliability coefficients computed by Kuder-Richardson Formula 21 range from .77 to .86.

Thorpe Developmental Inventory by Helene S. Thorpe; c1973; Ages: 3-6; Sandra Pickens.

This screening instrument is designed to provide information concerning the child's developmental level in five skill areas: Gross Motor Abilitites, Self-Identity and Sentence Use, Comprehension and Expression Skills, Fine Motor Skills, and Personal Social Behavior. The inventory is individually administered in English or Spanish by a trained examiner. Normative samples have been drawn from Head Start Projects in northern California, California Migrant Day Care-Preschool Programs, and various parent-participating and compensatory preschool programs. Reliability and validity of the inventory are discussed in the instructional manual.

Value Orientation Scale by Florence Rockwood Kluckhohn and Fred L. Strodtbeck; 1961; Ages: Adults; In Kluckhohn, Florence Rockwood and Strodtbeck, Fred L. *Variations in Value Orientations.* Evanston, IL: Row, Peterson and Company, c1961.

Series of life problem situations and choices of alternative actions designed for use in a study of cross-cultural similarities and differences in value orientations in 5 cultures: Navajo, Zuni, Spanish-American, Texan and Mormon.

English and Spanish versions available. No technical information is provided.

Values Inventory for Children by Joan S. Guilford, Willa Gupta and Lisbeth Goldberg; 1971; Grades: 1-3; In ED 050 178, ERIC Document Reproduction Service.

Nonverbal, self-administered values inventory covering: Social Conformity; Academic/Health; Me First; Masculinity; Adult Closeness; Sociability; Aesthetic; Asocial Behavior. Validity is discussed. Used with Mexican-Americans, Orientals, Anglos, Blacks and Indians.

Vocational Opinion Index by Abraham Wolf; c1973; Ages: Adults: Associates for Research in Behavior, Inc.

This 58-item index is designed as a measure of the individual's Job Readiness Posture (JRP). This term refers to the attitudes, motivations, and perceptions which influence one's ability to obtain and maintain a job. An individual's JRP is determined through the measurement of three dimensions: attractions to work, losses associated with obtaining and keeping a job, and barriers to employment. In identifying worker and potential non-worker JRP's this device provides a means of diagnosis, aiding in the development of remedial prescriptions. This test was specifically normed for disadvantaged populations, particularly comparable to the national Manpower Training and Development Act population. Pre- and post-test forms are available in both Spanish and English.

Walker Readiness Test for Disadvantaged Preschool Children in the United States by Wanda Walker; 1969; Ages: 4-6; In ED 037 253.

This culture-fair nonverbal instrument was developed to assess a child's readiness to enter public school programs. Two forms are available. Form A identifies areas of weakness and facilitates the establishment of individual remedial programs. Form B, administered during the final weeks, assesses the efficiency of the program used and the child's progress. Both forms have 50 multiple choice items and are arranged in four parts: Likenesses, Differences, Numerical Analogies, and Missing Parts. Instructions are in Spanish, English, and French. For each item, the child selects the correct answer by choosing from among four pictures. The test is individually administered and training is not necessary. Norms are provided. There are no separate Spanish norms, but the two forms of the test were administered (in Head Start and Day Care Centers) to a total of 11,933 children, some of whom were Spanish-speaking.

Watkins Bender-Gestalt Scoring System by Ernest O. Watkins; c1976; Ages: 5-14; Academic Therapy Publications.

This system for scoring the Bender-Gestalt Test was developed to determine if a visual-perceptual problem exists to the extent that a true learning disability may be present. Using the system, the test can be administered to individuals or groups of children by any person familiar with testing procedures. Directions that were especially adapted for and used with Mexican-American children are provided. These should also be appropriate for use with other Spanish-speaking children. Test-retest reliability performed on four different age levels yielded Pearson Reliability Coefficients ranging from .72 to .95 for normal and from .66 to .95 for learning-disabled children. Inter-scorer reliability ranged from a low of .80 to a high of .97. Validity is discussed in the manual.

The Western Personnel Test: Spanish Edition by Robert L. Gunn and Morse P. Manson; c1964; Ages: Adults; Western Psychological Services.

Designed as a brief measure of mental ability which may be used in the selection and evaluation of personnel. The test is easily scored and may be administered individually or in groups. Raw scores are converted into percentiles, the values of which are provided for the following normative groups: professional, clerical, skilled and unskilled workers, college students, and the general population. Spearman Brown reliability coefficients for the English forms range from .867 to .927.

Wist-Arnold Auditory Discrimination Test by Anne H. Wist and Richard D. Arnold; 1968; Ages: 5-8; Richard D. Arnold.

This test is modeled after the *Wepman Test of Auditory Discrimination* but contains items of particular relevance to children whose native language is Spanish. It was developed to investigate possible differences between disadvantaged Mexican-American and disadvantaged Anglo-American children in their abilities to auditorily discriminate between certain speech sounds. The Kuder-Richardson Formula 20 procedure was used to provide an estimate of reliability of .806 for the Mexican-American scale.

Zip Test by Norval C. Scott; Not Dated; Grades: 1-6; ASIS/NAPS (NAPS Document 0070).

The purpose of this test is to locate the instructional level at which a migrant child can effectively use a mathematics book and a reader, and to indicate his ability to conceptualize verbally in the English language. It is not intended for chronological grade placement. Administration is conducted individually and requires no training. Most of the instructions are provided in both English and Spanish. Pearson correlations were obtained from the test-retest scores of each section: for language facility the $r = .71$, for reading $r = .94$, for math $r = .97$. Content, concurrent, and construct validity are demonstrated. Norms are not available. However, the test was constructed for and with migrant children, many of whom were Spanish-speaking.

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Jointly Prepared by the Test Collection and the Office for Minority Education, Educational Testing Service

March 1983

Test materials must be obtained directly from the publisher or author. Inclusion of an instrument in this bibliography should not be regarded as a recommendation for its use.

BATERIA WOODCOCK DE PROFICIENCIA EN EL IDIOMA by Richard W. Woodcock; 1981; Ages: 3-80; Teaching Resources, 50 Pond Park Road, Hingham, MA 02043.

Measures oral language, reading and written language. Battery consists of eight subtests, all taken directly from the WOODCOCK JOHNSON PSYCHO-EDUCATIONAL BATTERY. Individually administered.

BICULTURAL TEST OF NON-VERBAL REASONING by Allen S. Toronto; 1977; Ages: 4-10; National Educational Laboratory Publishers, 813 Airport Boulevard, Austin, TX 78702.

A non-verbal reasoning test designed to identify children from a mixed population of Anglo-, both English speaking and Spanish-speaking, Mexican-American children, whose performance in non-verbal reasoning is significantly below that of their peers. Included is a difference task, a similarities task and analogies. Pictorial and geometric items are used. Said to be culture fair. Test is untimed.

BILINGUAL-BICULTURAL CENSUS; 1977; Grades: K-3; Colorado Department of Education, Bilingual/Bicultural Unit, State Office Building, 201 E. Colfax, Denver, CO 80203.

Forms designed for identifying potential speakers of a language other than English to assist in curriculum planning. Completed by parent and teacher.

CONOLEY-HARRISON PROJECTED SELF CONCEPT INVENTORY by Colleen Conoley, Helene Harrison; 1979; Ages: K-6; National Educational Laboratory Publishers, 813 Airport Boulevard, Austin, TX 78702.

Projective measure of the quality of a pupil's self-concept based on five levels of personal development hypothesized by Erik Erikson: trust vs. mistrust; autonomy vs. shame and doubt; initiative vs. guilt; industry vs. inferiority; self-acceptance vs. rejection of identity. Has separate male and female forms containing drawings of animals. Used for evaluating changes in self concept or estimating the strength of children's good feelings about themselves. Includes instructions in Spanish and percentiles for disadvantaged students.

CUESTIONARIO NEUROPSICOLOGICO DE ADULTOS by Fernando Melendez; 1982; Ages: Adults; Psychological Assessment Resources, P.O. Box 98, Odessa, FL 33556.

Spanish version screening device for neurological problems, which offers a rapid review of complaints, symptoms, and signs that may suggest underlying brain dysfunction or other organic conditions in people who have contacted a psycholgist for assessment or treatment. A useful adjunct to a general intake interview and the information gained from it often leads to appropriate referals to medical practitioners or a decision to do more comprehensive neuropsychological testing. Neuropsychological testing often will clarify or confirm the symptoms endorsed. The questionnaire is also a reliable monitor in following the course of recovery (or decline) over a period of time. The questionnaire can be self-administered but generally it is preferable if the practitioner asks the questions and makes an inquiry as he or she goes along.

CUESTIONARIO NEUROPSICOLOGICO PARA NINOS by Fernando Melendez; 1982; Ages: Children; Psychological Assessment Resources, P.O. Box 98, Odessa, FL 33556.

Spanish version part of an overall evaluation of children who are suspected of having brain dysfunction. Designed as a set of areas inquiry and is of little value if used alone or if answered in simple yes or no fashion. The questionnaire primarily is useful as part of an extensive battery that should include neuro-psychological testing and pediatric neurological examinations. Its goal is to attempt to make a three-way differentiation between entities that generally show very similar signs and symptoms: and posterior fossa neoplasms. The questionnaire is short and does not in and of itself, furnish any diagnostic answers. It should stimulate the practitioner into thinking about the child in terms of possible alternative problems and to make appropriate referrals for further studies.

ENGLISH AS A SECOND LANGUAGE ASSESSMENT BATTERY by Charlene Rivera, Maria Lomdardo; 1979; Grades: 7-12; Tests in Microfiche, Test Collection, Educational Testing Service, Princeton, NJ 08541.

Criterion-referenced measure designed to assess the English language proficiency of Spanish bilingual students. Covers receptive and expressive skills. For use in placing students at instruc-tional levels in ESL classes.

EXAMEN DEL DESARROLLA DEL NINO EN DENVER by William Frankenburg, and Others; 1970; Ages: 0-6; Ladoca Publishing Foundation, Laradon Hall Training and Residential Center, East 51st Avenue and Lincoln, Denver, CO 80216.

A Spanish translation of the manual for the DENVER DEVELOPMENTAL SCREENING TEST, 1970 edition which was designed to provide a method of screening for evidence of slow development. Covers gross motor, language, fine-motor adaptive and personal-social functions.

EXPRESSIVE ONE-WORD PICTURE VOCABULARY TEST, SPANISH EDITION by Morrison F. Gardner; 1980; Ages: 2-12; Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA 94947.

Estimates child's verbal intelligence through child's ability to form and to express an idea or concept of a picture or object. May also be used to screen for possible speech defects, estimate bilingual student's fluency in English; screen for prekindergarten or kindergarten readiness or placement. Is individually administered. May be used with subjects older than standardization population.

HALSTEAD-REITAN NEUROPSYCHOLOGICAL TEST BATTERY: SPANISH VERSION, MANUAL by Fernando Melendez, Haydee Prado; 1981; Ages: Adults; Psychological Assessment Resources, P.O. Box 98, Odessa, FL 33556.

General instructions in Spanish for administering the HALSTEAD CATEGORY TEST which is a visually presented test of concept formation and abstract reasoning used to indicate brain dysfunction. Part of the HALSTEAD-REITAN NEUROPSYCHOLOGICAL TEST BATTERY.

THE HARRINGTON-O'SHEA CAREER DECISION-MAKING SYSTEM, SPANISH EDITION by Thomas F. Harrington, Arthur J. O'Shea; 1981; Ages: 13-65; American Guidance Service, Publishers' Building, Circle Pines, MN 55014.

A systematized approach to career decision making which integrates four major dimensions in choosing a career: abilities, values, interests, and information. Is a simulation of a career counseling situation in which individuals learn about factors important in choosing a career and selecting a course of study or a job. The self-scored edition is available in English or Spanish. There is also a machine scorable edition in English.

INDICE DE FUNCION EDUCATIVA by F.E. McGahan, Carolyn McGahan; 1969; Ages: 10-65; N.E.T. Educational Services, 3065 Clark Lane, Paris, TX 75460.

Individually administered instrument used to determine functional or operational academic level; to establish educational baseline of individuals; and to provide criteria for curriculum design. Originally developed to provide basic criteria for teachers to use in making judgments relative to functional educational level of adult illiterates. Later extended to use with students from upper elementary grades through high school. Instruments probe six basic areas necessary to the learning process. It is not intended for IQ assessment.

INVENTARIO DE SANTA CLARA DE TAREAS DE DESENVOLVIMIENTO by Santa Clara Unified School District; 1978; Grades: K-2; Zweig Associates, 1711 McGaw, Irvine, CA 92714.

INVENTARIO DE SANTA CLARA DE TAREAS DE DESENVOLVIMIENTO by Santa Clara Unified School District; 1978; Grades: K-2; Zweig Associates, 1711 McGaw, Irvine, CA 92714.

Spanish version of the SANTA CLARA INVENTORY OF DEVELOPMENTAL TASKS which was developed as an ESEA Title I project. Consists of 60 tasks choses because they represent milestones in children's development. The 60 tasks are arranged in 8 skill areas: motor coordination; visual motor performance; visual perception, visual memory; auditory perception; auditory memory; language development conceptual development. The inventory can be used as a screening device; as a basis for parent conferences, and as a record of child's development to facilitate correct placement by student's next teacher.

INVENTARIO PARA EL DESCUBRIMIENTO DE PROBLEMAS ANTICIPADOS DEL NINO by F.E. McGahan, Carolyn McGahan; 1973; Ages: 3-7; N.E.T. Educational Services, 3065 Clark Lane, Paris, TX 75460.

Designed to help school personnel evaluate a child's readiness for a successful school experience. Assesses a child's readiness in the following broad areas: social and emotional adjustment; school readiness tasks; motor performance; personal history. Individually administered. Although intended primarily for preschool children, it is also useful with children in transitional classes and ungraded primary classes.

INVENTARIO PARA LA EVALUACION DE CARRERAS by Charles B. Johnasson; 1973-1978; Grades: 9-16 and Adults; NCS Interpretive Scoring Systems, P.O. Box 1416, Minneapolis, MN 55440.

Spanish version of the CAREER ASSESSMENT INVENTORY.

INVENTARIO PSICOLOGICO DE SELECCION by Richard I. Lanyon, Victor A. Colotla; Not Dated; Ages: Adults; Victor A. Colotla, Miravalle 919, Mexico 13, D.F. Mexico.

IVIE ATTITUDINAL TEST by Richard P. Ivie; 1975; Grades: 6-12; Bilingual Leadership Through Speech and Drama, Pomona Unified School District, 800 S. Garey Avenue, P.O. Box 2900, Pomona, CA 91769.

Questionnaire and rating scale designed to measure student activities and feelings toward school, home parents and community. Available in both Spanish and English.

MEDIDA ESPANOLA DE ARTICULACION; 1976; Ages: 4-9; San Ysidro School District, 4350 Otay Mesa Road, San Ysidro, CA 92073.

Designed to test the phonological production of Spanish sounds. A tool to elicit the sounds to be examined. Useful for speech pathologists linquists, and teachers of English as a second

language. Should be administered by a native Spanish speaker or by an English speaker who has learned Spanish and is knowledgeable about Spanish phonological system. Need to know the normal sequence of Spanish phonological system is essential in identifying Spanish speaking children with linguistic impairment or who have linguistic abilities below expected level of development. Individually administered.

PRESCHOOL LANGUAGE SCALE, REVISED EDITION by Irla Lee Zimmerman, Violette G. Steiner, Roberta Evatt Pond; 1979; Ages: 1-7; Charles E. Merrill Publishing Company, 1300 Alum Creek Drive, Columbus, OH 43216.

Evaluation and screening instrument for children of all ages who function at a preschool or primary language level. Diagnoses areas of strength and deficiencies in auditory comprehension and verbal ability. Consists of a series of auditory and verbal language tasks assigned to age levels. A Spanish version is included.

PSYCHOLOGICAL SCREENING INVENTORY, EDICION PARA ENCUESTA by Richard I. Lanyon, Lyndon E. Ginett; Not Dated; Ages: Adults; Lyndon E. Ginett, Canal Zone Mental Health Center, P.O. Box 2013, Balboa Heights, Panama Canal Zone.

SELF DIRECTED SEARCH, FORM E, SPANISH EDITION by John L. Holland; 1979; Ages: 15-64; Consulting Psychologists Press, 577 College Avenue, Palo Alto, CA 94306.

Spanish version of the vocational interest measure with directions containing only fourth grade level words for those with limited reading skills.

SOUTHWESTERN SPANISH ARTICULATION TEST by Allen S. Toronto; 1977; Ages: 5-12; National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702.

Individually administered test to assess the phonological skills of Spanish-dominant children and to identify those phonemes for which the child needs remediation. Tests articulation of all Spanish consonants in their initial, medial, or final positions in single words.

SPANISH READING COMPREHENSION TEST AND ENGLISH READING COMPREHENSION TEST by Steve Moreno; 1978; Grades: 1-6; Moreno Educational Company, 7050 Belle Glade Lane, San Diego, CA 92119.

The Spanish test was developed, standardized, and normed in Mexico. The English test was translated from the Spanish and used a smaller sample size for developing norms. The tests are designed to be used in the following ways: to determine levels of Spanish achievement compared with Mexican norms; to evaluate bilingual education programs; to measure growth of United States students who are studying Spanish; to determine degrees of bilingualism; to report progress to school boards; to include in research studies. Each test takes 30 minutes and consists of 73 items.

SPANISH READING COMPREHENSION TEST AND ENGLISH READING COMPREHENSION TEST by Steve Moreno; 1978; Grades: 7-12; Moreno Educational Company, 7050 Belle Glade Lane, San Diego, CA 92119.

The Spanish test was developed, standardized, and normed in Mexico. The English test was translated from the Spanish and used a smaller sample size for developing norms. The tests are designed to be used in the following ways: to determine levels of Spanish achievement compared with Mexican norms; to evaluate bilingual education programs; to measure growth of United States students who are studying Spanish; to determine degrees of bilingualism to report progress to school boards; to include in research studies. Each test takes 25 minutes and consists of 81 items.

TORONTO TESTS OF RECEPTIVE VOCABULARY by Allen S. Toronto; 1977; Ages: 4-10; National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, TX 78702.

Designed to identify English and Spanish-speaking Mexican American children whose performance in identifying orally presented vocabulary words is significantly below their peers. Children point to a picture in response to orally presented words.

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